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ABSTRACT

New Jersey's state board of education formed a task force in 1978 to conduct a six-month study of the effectiveness of various strategies for reducing violence and vandalism in the schools. The forty-seven recommendations developed by the task force were of three types: those designed to improve state-level capabilities (areas addressed included creation within the department of education of an Office to Prevent Crime and Disruption, improved crime reporting, revised requirements for school personnel, improved data collection, the juvenile justice system, and funding possibilities); those to improve local school or school district capabilities (discipline, governance, staff protection, curriculum, school climate, and so forth); and those to improve cooperation between school and community (advisory councils, local planning, community use of schools, and school/police liaison programs). The rationale for these recommendations is presented in this report, and the legal, financial, and time dimensions for carrying out the recommendations are discussed. Extensive appendices include four significant reports on violence and vandalism in New Jersey schools, task force reports on onsite visitations and public hearings, and citation of relevant New Jersey legislation. (Author/PGD)

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REDUCING VIOLENCE, VANDALISM AND DISRUPTION IN THE SCHOOLS

A Special Report
to the New Jersey State Board of Education
by the
Task Force on Reducing Violence and Vandalism

Fred G. Burke, Commissioner of Education
William Wenzel, Task Force Steering Director
(in cooperation with Northwest Educational Improvement
Center, Thomas Hamill, Director)

New Jersey Department of Education
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May, 1979

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OFFICE OF THE COMMISSIONER
P.O. Box 2019

April 17, 1979

The State Board of Education
Trenton, New Jersey

Dear State Board Members:

The report and recommendations of the Task Force on Reducing Violence and Vandalism appointed by me is respectfully submitted to the Board for action as it deems appropriate.

The Task Force is to be commended for its thoroughness and for its insistence that New Jersey must move ahead in dealing with this problem. The recommendations are based upon a comprehensive investigation of the basic issues and should provide us with sound guidance for reducing violence and vandalism in the schools.

In my opinion, no document coming before you in 1979 will be more important. The Task Force's widely representative character has not only assured the report's relevance to New Jersey education and to the New Jersey juvenile justice system, but has also brought to this task a highly informed and motivated leadership.

Sincerely,

Fred

Fred G. Burke
Commissioner

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INTRODUCTION

This report is a response to a "cry for help."

Acts of crime and disruption have become a serious problem in New Jersey's public schools.

However, New Jersey is not unique in having such a problem. Crime and disruption in the schools is a nation-wide development that grew rapidly in the 1960's and has not substantially decreased since the early 1970's.

The Task Force describes this crisis as "crime and disruption" (not "violence and vandalism") because it involves not only (1) what the statutes and the courts determine is "crime," but also (2) what school principals and boards of education determine is "disruption." Both types of determinations are essential in addressing the problem.

A. Crime and Disruption in the Nation's Schools

A 1968 report to the U.S. Congress revealed that:[1]

* crime in the nation's schools is a more serious problem today than 15 years ago and about as serious as 5 years ago;

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[1] The National Institute of Education, Violent Schools - Safe Schools: The Safe School Study Report to the Congress (Washington, D.C.: U.S. Government Printing Office, 1978) Vol. I, pp. 74-75.

* 8% of the schools in the nation, about 6,700 of them, are seriously affected by crime, violence and disruption;

* at least 157,000 cases of crime and disruption occur in the American public schools in a typical month;

* 42,000 incidents of vandalism occur in a typical month, affecting 25% of the schools;

* 2,400,000 thefts occur in a typical month, affecting 10% of the secondary school students;

* 280,000 secondary school students are assaulted in a typical month (1 out of every 75 secondary school students);

* 5,200 secondary school teachers are assaulted in a typical month (1 out of every 200 secondary school teachers);

* two-thirds of the assults requiring medical treatment are not reported by schools to the police;

* 112,000 secondary school students are robbed in a typical month (1 out of every 200 secondary school students);

* 6,000 secondary school teachers are robbed in a typical month (1 out of every 170 secondary school teachers);

* 125,000 secondary school teachers are threatened with physical harm in a typical month (1 out of every 8 secondary school teachers);

* half the teachers in the nation's schools are confronted with verbal abuse in a typical month;

* the annual cost of replacing and repairing school property lost or damaged as a result of school crime is about $200 million; (suburban schools seem to account for a disproportionately large share of the total; and,

* schools in the Northeast and West have crime risks higher than the North Central and Southern States.

B. The New Jersey Situation

Studies by the New Jersey School Boards Association in 1975 and 1978 revealed the serious problem of crime and disruption facing New Jersey's public schools.

The incidence of violence was reported in four types of New Jersey schools as follows:[1]

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[1] New Jersey School Boards Association, School Violence Survey (Trenton, New Jersey, 1978), pp. 4-19.

Average Incidence of Violence per Type School, FY 1977	Variety of Violent Acts Reported	Type of School with the Greatest Incidence of Violence
4	1. ELEMENTARY SCHOOLS (Alcohol 2%) (Assaults 70%) (Drugs 3%) (Robbery 14%) (Sex Offences 2%) (Weapons 9%)	An average of more than 6 acts per school was found in schools with one or more of the following characteristics: 1. enrollment of 800 or more; 2. rapid enrollment growth; 3. low socio-economic districts; 4. operating at more than 100% of rated capacity; 5. average class size of more than 27 students; 6. urban or rural; or, 7. split sessions.
13	2. MIDDLE/JUNIOR HIGH SCHOOLS (Alcohol 8%) (Assaults 58%) (Drugs 13%) (Robbery 15%) (Sex Offences 1%) (Weapons 8%)	An average of more than 20 incidents per school was found in schools with one or more of the following characteristics: 1. rapid growth; 2. rural; 3. operating at more than 100% of rated capacity; 4. having average class size of more than 27; 5. split sessions; or, 6. more than 1,600 students.
22	3. SECONDARY SCHOOLS (Alcohol 17%) (Assaults 33%) (Drugs 30%) (Robbery 8%) (Sex Offenses 1%) (Weapons 7%)	An average of more than 28 acts per school was found in schools with one or more of the following characteristics: 1. urban; 2. low socio-economic district; 3. operating at more than 100% of rated capacity;

Average Incidence of Violence per Type School, FY 1977	Variety of Violent Acts Reported	Type of School with the Greatest Incidence of Violence
		4. split sessions; 5. rapid growth; 6. more than 1,600 students; or, 7. average class size of more than 27.
11	4. VOCATIONAL EDUCATION SCHOOLS (Alcohol 6%) (Assaults 48%) (Drugs 29%) (Robbery 8%) (Sex Offenses 2%) (Weapons 7%)	An average of more than 15 acts per school was found in schools with one or more of the following characteristics: 1. operating at 96% to 100% of rated capacity; or 2. enrollment below 200 students.

Vandalism in New Jersey schools was also surveyed. Estimates of statewide costs for vandalism were projected for F.Y. 1975: [1]

Local district vandalism costs:	
(a) glass breakage	$ 2,288,632
(b) fire/arson	$ 912,568
(c) theft	$ 922,641
(d) property destruction	$ 1,020,644
Subtotal	$ 5,144,485
Local district vandalism reduction and prevention (including $8,393,000 for security guards)	$12,576,073
Total of Annual Expenditures of New Jersey Public Schools for Vandalism	$17,730,558

In many instances, the national data and the New Jersey data are similar. Together, they point to a serious situation facing New Jersey schools.

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[1] New Jersey School Boards Association, 1975 School Vandalism Survey (Trenton, New Jersey, 1975), pp. 2, 3, 9.

The New Jersey Legislature has recently taken action in seeking better data to understand the problem: Chap. 183, Laws of 1978, approved by Governor Byrne on January 3, 1979, provided for the Commissioner of Education to monitor the incidence of violence and vandalism in New Jersey's public schools, and to report such data and appropriate recommendations to the Legislature's Education Committees on June 30, 1981.

C. The Task Assigned

At the request of Mr. Paul Ricci, President of the State Board of Education, a Department of Education Task Force was formed in November, 1978 by order of Commissioner Fred G. Burke. Dr. William Wenzel, Assistant Commissioner of Education, Division of Vocational Education and Career Preparation, was appointed as steering director.

Commissioner Fred G. Burke provided the following directives for this study:

1. a special task force will be assembled under the leadership of Dr. William Wenzel to begin a six month study of the effectiveness of various strategies for reducing violence and vandalism in New Jersey's schools;

2. the task force will report its findings and recommendations to the State Board of Education in its May meeting;

3. the task force will include appropriate departmental personnel, representatives of educational associations, and representatives from the Department of the Public Advocate and the Attorney General's Office; and,

4. one or more of the Educational Improvement Centers will make a major contribution to the conduct of the study.

D. The Process of This Study

Ten meetings were held by the Task Force to coordinate its many activities: surveying research; committee work; public hearings; school visitations; meeting with Chief Justice Hughes; special consultants; drafting and approving recommendations; and developing the final report.

Although the Task Force produced no new empirical data, it was responsive to existing research, current legislative activity and a wide variety of suggestions and comments.

1. Surveying the Nation-Wide Research

The Task Force studied the nation-wide reports of violence, vandalism and disruption in the schools. From among a great number available, four major national reports were intensively studied for both their findings and their recommendations:

(1) In 1975, the National School Public Relations Association's study on vandalism and violence strategies was published. The objective of the publication was to share special reports on innovative strategies to reduce the cost of vandalism and violence in schools.

(2) In 1976, the National Institute for Juvenile Justice and Delinquency Prevention's planning manual was published. The central purpose of this project was to provide an information base which could be used in planning programs to help school personnel cope more effectively with the problem of violence in their schools.

The Law Enforcement Assistance Adminstration (LEAA), the Federal agency charged with implementing crime control programs, decided in the spring of 1975 to seek information which would help them decide on a course of action to reduce violence in schools. Staff discussions between LEAA and Research for Better Schools, Philadelphia, resulted in the decision to initiate a planning effort that would provide a basis from which LEAA could launch a Federal assistance program for assisting schools to improve their planning to prevent delinquency.

(3) In June 1976, the U.S. Congressional Committee on Education and Labor, Subcommittee on Equal Opportunities, held hearings on school violence in conjunction with its oversight responsibility for the Juvenile Justice and Delinquency Prevention Act of 1974. The subcommittee examined the nature and effect of violence in the schools and its impact on educational policies as well as on employment policies.

This 1976 report was published as Hearing before the United States Congress Committee on Education and Labor, Subcommittee on Equal Opportunities June 29, 1976. Known as the "Watson report," it was mainly a report of research by Temple University Professor Dr. Bernard C. Watson.

(4) The National Institute of Education's Safe School Report to the Congress was released in 1978.

The National Institute of Education conducted its study of school crime in three phases. In Phase I, a mail survey asked more than 4,000 elementary and secondary school principals throughout the nation to report in detail on the incidence of illegal or disruptive activities in their schools. Nine one-month reporting periods between February 1976 and January 1977 (excluding summer months) were assigned to participating schools on a random basis.

In Phase II, field representatives conducted on-site surveys of a nationally representative cluster sample of 642 junior and senior high schools. Again, principals kept a record of incidents during the reporting period and teachers were surveyed and asked to report any experiences they might have had as victims of violence or theft in the reporting month. In addition, they provided information about themselves, their schools, and their communities, which was later used in statistical analyses to sort out some of the factors that seemed to affect school crime rates.

Phase III involved a more intensive qualitative study of ten schools. Most of the Phase III schools had a history of problems with crime and violence, but had improved dramatically in a short time.

2. Surveying the New Jersey Research

The Task Force utilized six recent research reports on the topic of violence and vandalism in New Jersey's schools:

(1) The earliest of the six reports was The 1975 School Vandalism Survey, (October 14, 1975) a product of the Ad Hoc Committee to Study School Vandalism formed by the New Jersey School Boards Association.

A survey instrument was sent to every public school district in New Jersey to assess the impact of vandalism in the schools. A total of 249 responses was received. This represented 42% of New Jersey's 586 operating school districts.

Vandalism costs, locations, frequency, security measures, and security policies were tabulated for urban districts, suburban districts, rural districts, rapidly growing districts and all districts. Estimates of statewide costs were projected.

The locations of vandalism reported were, in order of frequency: building exterior; washrooms; classrooms; playgrounds; halls and stair areas; gymnasiums; cafeterias and food storage areas; stadiums and athletic fields; parking lots; school buses; laboratories; office areas; and, auditorium and stage areas.

Weekend vandalism far outweighed vandalism during other times. The responses indicated that school buildings that are both unattended and vacant during weekends, holidays and vacation periods, are most often subject to vandalism.

(2) The second report was the *Final Report of the Ad Hoc Committee to Study School Vandalism* (New Jersey School Boards Association, May 8, 1976). Included were the following topics:

- profile of the student vandal
- legal aspects
- insurance
- school board vandalism policies
- record keeping - vandalism costs data form
- short-range vandalism approaches - preventive measures
- long-range solutions to vandalism

The Committee made eleven conclusions and ten recommendations on the basis of careful discussion of the 1975 survey described above.

The Committee's final conclusion was that long range vandalism alternatives will prove the most satisfactory method of dealing with the problem. They will require an investment in time, education and creative energy, as compared with short range attempts which require substantial financial resources.

(3) The third report was that of the New Jersey Education Association's Working Conditions Committee (September 16, 1978), presenting aspects of the problems of assaults on school employees. Assaults on school employees were described in ten counties (north, central and south) and in varied types of communities (urban, suburban and rural).

The Committee recommended that:

- a uniform system of record-keeping on assults on school employees be kept;
- publicity be given to the problems and remedies of violence in the schools;
- penalties be increased for assaulting school employees;
- the law should be modified to encourage that those persons 14 to 18 years old who assault school employees be tried as adults; and,
- encouragement be given to the expulsion of students who assault school employees.

(4) The fourth report was the Analysis of Innovative Actions and Programs Described by Responding Building Principals (New Jersey School Boards Association, October 21, 1978), produced by that association's Ad Hoc Committee to Study School Violence. The innovative programs were presented under four categories: community; faculty; students; and other actions. Some information was included as to the effectiveness of those strategies. No identifying names or addresses were provided.

(5) The fifth report was the *Final Report of the Committee to Study Violence in the Public Schools* (New Jersey School Boards Association, October 26, 1978). This document was organized in six sections: (1) General Findings; (2) General Conclusions and Recommendations; (3) Perspectives of Law Enforcement Officers; (4) Authority Roles; (5) Areas for Further Investigation; and (6) Recommendations.

This report was based on 1,367 survey forms returned (1,020 elementary schools; 143 middle junior/high schools; 175 secondary schools; and 29 vocational schools). Violence data was thus provided by nearly sixty percent of the building principals of New Jersey's public schools. It was discovered that most of the violence occurred in the high schools, averaging 22 incidents per school per year. In contrast, middle/junior high schools averaged thirteen incidents per year, and elementary schools averaged four incidents per year. The report's recommendations focused on (1) local board of education action; (2) State Board of Education actions; and (3) follow-up activities of the New Jersey School Boards Association.

(6) The sixth report was the *School Violence Survey* (New Jersey School Boards Association, Fall, 1978), received by the Task Force on December 8, 1978. This 207-paged document incorporated the fourth and fifth reports described above:

(a) Chapters Two and Three of *School Violence Survey* are an expansion of Sections One and Two of *Final Report of the Committee to Study Violence in the Public Schools* (Oct. 26, 1978).

(b) Chapter Four of School Violence Survey is a reprint of The Analysis of Innovative Actions and Programs Described by Responding Building Principals (Oct. 21, 1978).

School Violence Survey is notable for its provision of the most detailed data presently available on violence in New Jersey schools. Extensive tables were presented on six types of violence in elementary, middle/junior high, secondary, and vocational schools: sex offenses; robberies; assaults; weapons possession; drug abuse; and alcohol abuse. Seven variables were tabulated: enrollment; enrollment stability; enrollment as a percentage of rated capacity; split sessions; average class size; socio-economic status; and type of community.

3. Committee Work

On the basis of the most comprehensive of all the studies available - the National Institute of Education's Safe School Report to the Congress (1978) - six types of strategies were identified as having highest promise in successfully reducing crime and disruption in the schools:

- discipline and supervision
- training and organizational change
- parental, community involvement
- improve school climate
- security devices and personnel
- curriculum and counseling

Four committees were formed by combining the six categories of strategies listed above:

Committee on Discipline and Supervision * discipline * supervision * training related to discipline & supervision	Committee on Organizational Change and Improving School Climate *organizational change *improve school climate *curriculum and counseling *training related to organizational change and improving school climate
Committee on Security Devices and Security Personnel * security devices and personnel * training related to security devices and personnel	Committee on Parental and Community Involvement *parental, community involvement *training related to parental and community involvement

The following chairpersons were appointed to give leadership to the committees:

1. The Committee on Discipline and Supervision was chaired by Mr. Phillip Geiger (N.J. Association of School Administrators);
2. The Committee on Organizational Change and Improving School Climate was chaired by Mr. John Pietrowicz (N.J. Education Association);
3. The Committee on Security Devices and Security Personnel was chaired by Mr. Osborne Frazier (N.J. Council of School Security Administrators); and,
4. The Committee on Parental and Community Involvement was chaired by Mrs. Marcia Deitz (N.J. School Boards Association).

The major work of the Task Force was accomplished through these four committees.

4. Public Hearings

Three regional public hearings were held by the Task Force to gain the public's concerns and suggestions, through arrangements made by the Educational Improvement Center, Northwest. The hearings were located in the northern, central and southern sections of the state:

1. January 29, 1979: Educational Improvement Center (Northwest), 1:00 p.m. to 9:00 p.m. (Morris Plains)
2. February 1, 1979: Educational Improvement Center (South), 1:00 p.m. to 9:00 p.m. (Sewell)
3. February 6, 1979: Senate Chambers, State Capitol, 1:00 p.m. to 9:00 p.m. (Trenton)

A wide diversity of opinions and groups were represented by nearly one hundred persons who gave testimony. The hearing testimonies have been made available to the public in three volumes.

5. School Visitations

One-day visitations were made by the Task Force to nine New Jersey public schools, through arrangements coordinated by the Educational Improvement Center, Northwest.

The names of the schools visited will remain anonymous, as a prior condition of those visitations. However, the nine schools can be characterized as: high schools of various sizes; located in north, central and southern New Jersey; representing urban, rural and suburban communities; and, having varying degrees of crime and disruption.

At each school, Task Force members spoke privately to parents, principals, teachers, school board members, students, police, maintenance personnel, security aides, cafeteria workers, transportation employees, community representatives, and elected local officials. Large group discussions were also held to gain more insight and suggestions.

6. The February 22 Meeting with Chief Justice Hughes

On February 22, 1979, a discussion of common concerns related to reducing crime in the schools was held, involving the Honorable Richard J. Hughes, Chief Justice of the Supreme Court of New Jersey and Dr. Fred G. Burke, Commissioner of Education, six members of the Task Force, and the following persons:

The Honorable Frances Cocchia, Judge of the Essex County Juvenile and Domestic Relations Court (President, State Council of Juvenile and Family Court Judges)

The Honorable J. Wilson Noden, Judge of the Superior Court

Ms. Anne Thompson, Prosecutor, Mercer County

Ms. Joan Sacks-Wilner, Assistant Prosecutor, Mercer County

Ms. Andrea Grundfest, Assistant Prosecutor, Essex County

Mr. Joseph Falcone, Assistant Prosecutor, Passaic County

Mr. Steven Yoslov, Adminstrative Office of the Courts

Mr. Thomas Williams, Police Captain, Trenton Police Department

Mr. Joseph Constance, Police Sergeant, Trenton Police Department

All those present agreed that a serious problem exists in New Jersey and that a cooperative effort is necessary.

That a team effort is needed, involving educators, police, county prosecutors, juvenile judges and the legislators, was the position of Chief Justice Hughes, who resolved to begin a similar task force to cooperate with the Department of Education. Suggestions for legislation and cooperative effort were shared.

7. Justification for the Recommendations in This Report

The Task Force made careful use of a number of major sources of information concerning strategies demonstrated to reduce crime and disruption in the public schools:

(1) the national studies;

(2) the New Jersey studies;
(3) the three hearings;
(4) the nine school visitations;
(5) personal expertise of the Task Force; and
(6) a number of special consultants.

Examples of the special consultants who assisted the Task Force were:

1. Mr. Wiley Hanson, Director of the Youth Development Center, Cornwell Heights, Pennsylvania (an alternative school for expelled students).

2. The students from the "Vandalism Reduction Project" at Toms River High School North: Ms. Wendee Lopley and Ms. Marie Zuberbuehler; with Mr. Charles Hayes (Security Director).

3. Ms. Louise Stern, Project Coordinator, Institute for Political and Legal Education (Educational Improvement Center, South) (political and legal education programs now in New Jersey schools).

4. Mr. Steven Yoslov, Adminstrative Office of the Courts (the Juvenile School Statistics Project and the Juvenile Restitution Project).

5. Mr. Phillip Feintuch, Esq., (Attorney for teachers who were assaulted in the Jersey City area).

6. Mr. Charles Schnablok, Jersey City State College (Security techniques and technology).

The weight of available evidence pointed the Task Force to a consensus on forty-seven recommendations. Considerable agreement was possible. Although additional data is desirable, enough is now known to seriously address the problem of crime and disruption in New Jersey's public schools with specific recommendations suitable for a coordinated, long-term, state-wide approach.

E. This Report

The specific recommendations of the Task Force are presented in Section I. The rationale for each recommendation is found in Section II, III or IV.

The remainder of the report explores the implications of the forty-seven recommendations in terms of legal dimensions (Section V), resources and costs (Section VI), and schedule for implementation (Section VII).

A final "call for action" concludes the report. A bibliography lists sources actually cited in this report. Appendices include major documents important to the Task Force's deliberations.

I. REFORMS RECOMMENDED

In requesting the State Board of Education to adopt the following recommendations, the Department of Education's Task Force on Reducing Violence and Vandalism is aware of the extensive number of major priorities already competing for the State Board of Education's attention and for the limited financial resources available to New Jersey education at this time. However, the Task Force respectfully submits that:

1. there should be no greater priority in New Jersey education than the operation of schools without crime or disruption; and,

2. the State Board of Education, to express this highest priority, should undertake a wide variety of strategic initiatives, should seek an adequate financial commitment at both state and local levels, and should seek the assistance of local communities to act as partners with local schools in addressing the problem.

The recommendations proposed in this report are extensive in number and in scope (1) because of the complexity of the state system of education, (2) because these recommendations address both the needs of those victimized by crime and disruption in the school, and those who victimize; and, (3) because crime and disruption in the schools is interrelated with contributing factors beyond the direct control of the public school, such as: mental health, family dissolution, child abuse, community group tensions, drug abuse, intergenerational alienation, wide acceptance of violence, disrespect for government, delays in the judicial system, and television violence.

A. TYPES OF RECOMMENDATIONS

The recommendations presented by this Task Force are of three types: those recommendations designed to improve state level capabilities in reducing crime and disruption in the schools; those recommendations designed to assist the local school or district in that task; and, those recommendations designed to assist local school/community cooperation in addressing this problem.

To improve state level capabilities in reducing crime and disruption in the schools, a total of eight areas were the targets of recommendations:

*a Departmental Office to Prevent Crime and Disruption

*certification, qualifications, and other requirements for school personnel

*a State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools

*reporting crime to the police

*data collection

*the juvenile justice system

*funds for needed efforts in reducing crime in the schools

*law revision

To improve local school or local school district capability for this task, seven areas were addressed:

*discipline and governance

*defense of school staff

*curriculum and counseling

*school attitudinal climate

*teacher/student relationships

*reporting of crime

*facility security

To improve local school/community cooperation for reducing crime and disruption in the school, three areas were selected for recommendations:

*local advisory councils and local planning

*school/police liaison programs

*extensive community use of school facilities

B. SPECIFIC RECOMMENDATIONS

1. RECOMMENDATIONS TO IMPROVE STATE LEVEL CAPABILITIES FOR REDUCING CRIME AND DISRUPTION

A. A Departmental Office to Prevent Crime and Disruption

Recommendation 1

Within the Department of Education, an Office to Prevent Crime and Disruption should be established, reporting directly to the Commissioner of Education. Its major responsibilities should include:

1. collecting, analyzing and reporting data on school violence and vandalism (N.J.S. 18A:4-29-1 et seq.);
2. administration of the Public School Safety Act (N J.S. 18A:17-42 et seq.);
3. implementing of those initiatives provided by the Task Force on Reducing Violence and Vandalism which become adopted by the State Board of Education;
4. providing leadership, guidelines and assistance for the development of written disciplinary policies by local districts; (See Recommendations 19 and 20)

5. determining when a local school will be required to develop an acceptable "Program to Reduce Crime and Disruption," prepared by a local school/ community committee for that specific school; providing guidelines for the development of such programs; and, approving or disapproving of such programs; (See Recommendation 45)

6. providing technical assistance needed for: local planning; the purchase of security devices; and the inclusion of anti-vandal approaches in the development of new facilities or the improvement of existing facilities;

7. acting as agent an for state and Federal funds for reducing school crime and disruption, dispersing such funds, and being accountable for such funds;

8. coordinating training programs on the reduction of crime and disruption, for certificated and non-certificated personnel, such as:
   a. principals and other administrators;
   b. teaching staff members;
   c. local security coordinators;
   d. security guards and supervisors;
   e. secretarial, maintenance, food service, transportation, and custodial personnel;
   f. local coordinators for community involvement; and,
   g. school board members;

9. providing liaison with:
   a. the state's systems of juvenile justice and family services; and,
   b. relevant Federal agencies; and,

10. providing a clearinghouse of information related to crime and disruption in the schools and its prevention, including:
    a. assisting with information about: local alternative programs; regional or state centers or schools for expelled students; and, special schools of instruction for dependent and delinquent persons under 16 years of age (N.J.S. 18A:47-1);
    b. providing information related to the placement of students in regional or state centers or schools for expelled students;
    c. providing information concerning the availability of funding for preventing school crime and disruption; and,
    d. assisting with curriculum and program information.

B. Certification, Qualifications and Other Requirements for School Personnel

Recommendation 2

Teacher certification requirements should be supplemented to require the inclusion of the following preservice course content:

a. classroom management related to disruptive students and the state's juvenile justice system;

b. community involved strategies for: preventing or reducing crime and disruption; and, protecting property and personnel.

Recommendation 3

Certification requirements for principals should be supplemented to require the inclusion of the following preservice course content:

a. community-involved strategies for the principal to take in: preventing or reducing crime and disruption; and protecting property and personnel; and,

b. the state's juvenile justice system.

Recommendation 4

Qualifications and training for school security personnel should be specified by the Office to Prevent Crime and Disruption.

C. State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools

Recommendation 5

The Governor should be requested to establish a State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools with the responsibility for making recommendations to all state agencies and branches of state government, which, in the Council's view, could assist in reducing this problem.

It should be suggested to the Governor that the following groups be represented on the Council: state educational associations; the Chief Justice of the Supreme Court; the Department of Education; the Department of Law and Public Safety; the Department of the Public Advocate; youth and family services agencies; juvenile judges; county prosecutors; local law enforcement officers; drug and alcohol abuse agencies; students; and, parents.

D. Reporting Crime to the Police

Recommendation 6

Legislation and/or administrative code should be supported (1) to require local school staffs to report suspected criminal acts promptly and fully to the local police; and, (2) to protect such school staff persons from those who seek to penalize or cause reprisals on them for their reporting a crime, or for their participating in a court hearing or court action related to reporting a crime.

E. Data Collection

Recommendation 7

To assure that the law concerning the collection and reporting of data on acts of school violence and vandalism (N.J.S. 18A:4-29.1 et seq.) is effectively fulfilled, regulations concerning its administration should be drafted by the proposed Departmental Office to Prevent Crime and Disruption.

F. The Juvenile Justice System

Recommendation 8

The Governor should be requested to direct that there be an immediate and thorough review of New Jersey's juvenile justice system in order that (1) it functions promptly; (2) it deters criminal actions by juveniles; and (3) it provides a number of possible alternatives to assist juveniles in effective behavior modification and rehabilitation.

Recommendation 9

Legislation should be supported to:

a. change the statutory criteria established for judges when considering a charge of assault and battery on a school employee by a person 14 to 18 years of age, to increase the possibility of charging the juvenile as an adult;

b. permit juvenile judges to fine juvenile offenders as appropriate; and,

c. permit juvenile judges to require a juvenile offender's parents to attend counseling.

Recommendation 10

Legislation should be supported to provide additional alternatives available to juvenile judges in seeking to rehabilitate juvenile offenders. Such alternatives should include:

a. requiring juvenile offenders to provide appropriate restitution to victimized persons or institutions;

b. assigning juvenile offenders to conservation corps type programs;

c. assigning juvenile offenders to alternative programs or schools sponsored by local districts or the Department of Education; and,

d. assigning juvenile offenders to rehabilitation programs sponsored by the juvenile justice system.

Recommendation 11

Legislation should be supported to require that juvenile and domestic relations courts promptly report their court findings and decisions concerning a juvenile offender to the principal of the public school where the juvenile offender is currently enrolled, in order that such information (a) will be used by the principal in planning programs that are relevant for the juvenile offender; and, (b) will not be used for purposes of the student's permanent school records.

Recommendation 12

Legislation and/or adminstrative code should be supported to:

a. make it more difficult for juveniles to acquire alcoholic beverages, drugs or drug related equipment;

b. provide more severe penalties for those guilty of selling alcohol, or drugs to juveniles; and,

c. in appropriate situations, hold parents or guardians liable for damage done to property by their juvenile children.

Recommendation 13

The Attorney General and the Commissioner of Education should be requested to encourage County Prosecutor's Offices and local educational officials to form county task forces on reducing crime and disruption in schools. Such county task forces would meet regularly to develop cooperative approaches to this task.

G. Funds for Needed Efforts in Reducing Crime in the Schools

Recommendation 14

Legislation should be supported to revise New Jersey's Public School Safety Law in order to provide state funds for a Departmental Office to Prevent Crime and Disruption and for its activities.

Recommendation 15

The Commissioner should include the local district's efforts to reduce crime and disruption in the schools as one of the criteria for making cap waiver decisions.

Recommendation 16

The State Department of Education should reallocate its funding priorities and provide funds to (a) reimburse part of the costs of local school districts for alternative programs, and special programs and services for students who are violent, verbally abusive, drug offenders, or chronically disruptive, (see Recommendation 34) and (b) provide county or regional educational and rehabilitation centers for those students who have been excluded from a public school by expulsion. (See Recommendation 21)

Recommendation 17

Local school officials should be encouraged to investigate the possibilities and advantages of utilizing funds or assistance from a number of sources for making school facilities more free from crime and disruption; examples of such are: (a) local Prime Sponsors for the Federal Comprehensive Employment and Training Act (P.L. 95-524) should be approached to determine the availability of such funds to a local school district to provide on-the-job training and temporarily subsidized salaries for security guards; and (b) local municipalities and counties should be approached to determine how schools may benefit from community plans for controlling crime, under Federal funds from the Omnibus Crime Control and Safe Streets Act of 1968 (P.L. 90-351), administered by the State Law Enforcement Planning Agency.

H. Law Revision

Recommendation 18

Overtures should be made by the State Board of Education to appropriate departments of state government, in order that all statutes and administrative codes concerning juveniles might be correlated and streamlined.

2. RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL AND LOCAL DISTRICT CAPABILITIES FOR REDUCING CRIME AND DISRUPTION

A. Discipline and Governance

Recommendation 19

Legislation and/or administrative code should be supported to require that:

a. every local district shall develop a written discipline code and publish it in the form of a handbook containing a digest of relevant state laws and local regulations concerning student and parental responsibilities and rights;

b. principals shall distribute such handbooks to every student, family and school staff person at the beginning of every school year, and at other times as appropriate; and,

c. the State Department of Education's Office to Prevent Crime and Disruption shall provide leadership for developing local discipline codes and handbooks.

Recommendation 20

Legislation and/or administrative code should be supported to require that:

a. every local district shall develop a written policy concerning the responsibilities and rights of school staff members in maintaining discipline and order; included in the policy shall be a digest of relevant state laws and local regulations;

b. principals shall distribute such written policies to all school staff members at the beginning of every school year, and at other times as appropriate; and,

c. the State Department of Education's Office to Prevent Crime and Disruption shall provide leadership for developing local discipline codes and handbooks.

Recommendation 21

Legislation, administrative code, and funding should be supported to provide alternative schools within counties or regions of the state to be developed and operated at state expense and state direction to meet the educational and rehabilitation needs of students who have been excluded from a public school by expulsion.

Recommendation 22

Legislation and/or administrative code should be supported to establish procedures for search and seizure within public schools by school administrators, specifying:

a. permissible uses of lockers and other jointly controlled school property;

b. that lockers and such property shall be subject to periodic inspections for contraband; and,

c. that written policies will be developed by local school districts on the basis of guidelines provided by the State Department of Education's Office to Prevent Crime and Disruption.

Recommendation 23

Legislation should be supported so that a student who, after due process, has been found to have assaulted a school staff person, shall be suspended by the school principal and shall be recommended by the superintendent to the local board of education for an expulsion hearing.

Recommendation 24

The Department of Education should include a review of disciplinary policy and activity in the "Thorough and Efficient" monitoring process.

Recommendation 25

The State Department of Education should cooperate fully with the Special Joint Committee of the County Prosecutors Assocation of New Jersey and the Division of Criminal Justice to prepare, sponsor, produce and disseminate "A Manual on Criminal and Civil Law for School Administrators."

B. Defense of School Staff Persons

Recommendation 26

Legislation and/or administrative code should be supported to require local boards of education to provide advice on legal alternatives related to criminal acts committed against school staff members, arising in the course of their employment.

Recommendation 27

Legislation should be supported to require that local boards of education shall maintain adequate insurance coverage to reimburse a school staff member for that person's payment of physical or property damage claims resulting from that person's lawful response to violence or vandalism in a school.

Recommendation 28

Legislation should be supported to provide that any person who commits an assault upon a teaching staff member, board member, or other employee of a Board of Education who is acting in the performance of his/her duties and in a situation where his/her authority to so act is apparent, or who commits such an assault as a result of the victim's relationship to an institution of public education of this state, shall be guilty of an aggravated assault.

C. Curriculum and Counseling

Recommendation 29

The State Board of Education should encourage local boards of education to:

a. Identify learning disabilities among young children and more promptly begin appropriate services; and

b. Identify children who demonstrate chronically disruptive behaviors during grades 1-4 and, following due process, promptly begin appropriate intervention programs and services, including adequate attention to their emotional, health and social needs.

Recommendation 30

Legislation and/or administrative code should be supported to require local boards of education to include in their educational programs appropriate provisions for reducing present and future child abuse by means of:

a. instruction in parenting;
b. instruction in child development; and,
c. preparation of school staff persons to recognize the symptoms of child abuse.

Recommendation 31

Legislation and/or administrative code should be supported to require local boards of education to include in the elementary school curriculum, appropriate programs to promote respect for the law and to assist students in becoming law abiding citizens. Such programs should include but not necessarily be limited to:

a. methods of resolving conflict through non-violent means;
b. enhancement of both self-esteem and respect for others;
c. enhancement of respect for property; and,
d. ways of avoiding being a victim of crime.

Recommendation 32

Federal and state legislation should be supported to modify child labor laws to permit the employment of fourteen and fifteen year olds as part of cooperative vocational education programs, when a juvenile offender is approved for such a program by a juvenile judge for the purpose of rehabilitating the juvenile offender.

Recommendation 33

Modification of Federal regulations should be supported to permit assignment of a juvenile offender to a residential Job Corps Center by a juvenile judge for the purpose of rehabilitating the juvenile offender.

Recommendation 34

Legislation and/or administrative code should be supported to require local school districts to make available alternative programs for students whose behavior is determined to be insubordinate, verbally abusive, threatening, chronically disruptive, or hazardous to persons in the school.

Such programs shall include: (1) small group instruction; (2) appropriate counseling; (3) physical education; and (4) consistent and rigorously enforced discipline. At the discretion of the local board of education, attendance at "off hours" programs may be required of any student in such alternative programs, when it is determined by the principal on written evidence that such a student requires such a disciplinary program.

D. School Attitudinal Climate

Recommendation 35

School staff persons in individual schools should be encouraged to become more aware of the importance of personal relations and more sensitive in dealing with the feelings and perspectives of all persons involved in the school. Five strategies recommended to school staff persons are:

a. The principal should become more accessible to students and increase personal contact with all students.

b. The schedule should provide more time that a teacher spends with a given group of students.

c. Functional capacities for educational facilities should not exceed State standards.

d. Students' personal achievements of all constructive types should be encouraged through programs of recognition and awards.

e. Students should be involved in: developing school regulations; planning school activities; judging student award programs; and conducting beautification projects.

Recommendations 36

School staff persons in individual schools and local board of education members should be reminded of the important role they play as models in the students' socialization process and in providing standards as to what is acceptable adult behavior.

E. Teacher/Student Relationships

Recommendation 37

Schools with serious problems of crime and disruption should be encouraged to consider the factor of overcrowding. Such schools should study (a) the functional capacity of the school building; and (b) the desirability of smaller classes.

Recommendation 38

Schools with serious problems of crime and disruption should be encouraged to consider the need for school staff persons to have intensive in-service training to enable them to better address the problems of the school. Such specialized training should include, but not necessarily be limited to, the following:

a. student growth and development problems;

b. student perspectives, feelings and values;

c. classroom management;

d. strategies for reducing school crime, including the use of peer pressure;

e. protection of property and personnel; and,

f. how and when to report criminal acts.

F. Reporting of Crime

Recommendation 39

The principals of all public schools should be reminded that incidents of crime should be reported (a) immediately to the local police, and (b) to the county office, pursuant to law (*N.J.S.* 18A:4-29-1 et seq.) and related administrative procedures.

Recommendation 40

Administrative code should be supported to require that local school staff persons be instructed in the implementation of the Department of Education's system (mandated by *N.J.S.* 18A:4-29.1 et seq.) for reporting crime and disruption in the schools.

G. Facility Security

Recommendation 41

Legislation and/or administrative code should be supported to provide major penalties for a person trespassing in a school building.

Recommendation 42

Legislation and/or administrative code should be sought to require each local board of education to designate a security coordinator for the whole district or for each building, to have duties which include, but are not limited to, the following:

a. to coordinate the planning of security arrangements and devices;

b. to supervise the work of security guards;

c. to coordinate the training of security guards;

d. to assist the principal in improving community involvement for avoiding or reducing crime, including the improvement of communication with youth service agencies and the juvenile justice system;

e. to develop student and community spotters of crime or disruption;

f. to develop a procedure for immediately identifying visitors, students and staff;

g. to develop emergency plans related to intruders, bomb threats and crowd control;

h. to supervise prompt repairs and the removal of graffiti;

i. to supervise the maintenance and updating of inventories of school property; and,

j. to eliminate unsupervised areas.

Recommendation 43

Legislation and administrative code should be sought to require that local school districts routinely check on the backgrounds of all prospective school employees before their hiring to identify criminal convictions which could indicate possible problems in the district's ability to prevent crime and disruption in the schools.

3. RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL/COMMUNITY COOPERATION FOR REDUCING CRIME AND DISRUPTION

A. Local Advisory Councils and Local Planning

Recommendation 44

Local boards of education should be encouraged to develop local school/community advisory groups to advise local boards on reducing school crime and disruption in a specific school building. Their functions would be to encourage the interaction and cooperation of community agencies to address the specific needs of a local school in reducing crime and disruption. Included in this advisory group should be parents, students, local police, public agency representatives, school staff, senior citizen groups and local businesspersons.

Recommendation 45

Legislation and/or administrative code should be supported to require that when a local public school is determined by the Departmental Office to Prevent Crime and Disruption to have a serious problem of crime and disruption, that school shall develop an acceptable "Program to Reduce Crime and Disruption":

a. the program shall be prepared by a local school/community committee for that specific school;

b. guidelines for such a program will be provided by the Departmental Office to Prevent Crime and Disruption; and,

c. the individual school's program, after approval by the local board of education, will be approved or disapproved by the Departmental Office to Prevent Crime and Disruption.

B. School/Police Liaison Programs

Recommendation 46

Local boards of education should be encouraged to develop school/police liaison programs for each school, including: (1) participation by police in instruction and counseling; (2) regular meetings of police with local school staff persons; and, (3) development of cooperatively planned emergency procedures.

C. Extensive Community Use of School Facilities

Recommendation 47

Local boards of education should be encouraged to utilize the community education concept to a greater extent, in order to both provide useful programs and to reduce crime and disruption in the schools. Local boards should be encouraged to designate one person to be responsible for the coordination of community education.

C. TOPICAL INDEX TO RECOMMENDATIONS

To assist the reader in quickly finding a specific recommendation listed above, a brief topical index to the numbers of the recommendations is provided. In addition the index provides a page reference to the rationale for each recommendation, found in the following three sections.

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In addition, readers are urged to examine the legal dimensions of many recommendations (Section V), the financial implications of many recommendations (Section VI), and a suggested schedule for the implementation of the recommendations (Section VII).

II. THE TASK FORCE'S RATIONALE
FOR ITS RECOMMENDATIONS
TO IMPROVE
STATE LEVEL CAPABILITIES FOR
REDUCING CRIME AND DISRUPTION IN THE SCHOOLS

This section will explain why eighteen specific recommendations related to state level capabilities for reducing crime and disruption in the schools were chosen by the Task Force.

A. A Departmental Office to Prevent Crime and Disruption

Recommendation 1

Within the Department of Education, an Office to Prevent Crime and Disruption should be established, reporting directly to the Commissioner of Education. Its major responsibilities should include:

1. collecting, analyzing and reporting data on school violence and vandalism.
2. administration of the Public School Safety Act (N.J.S. 18A:17-42 et seq.);
3. implementing of those initiatives provided by the Task Force on Reducing Violence and Vandalism which become adopted by the State Board of Education;
4. providing leadership, guidelines and assistance for the development of written disciplinary policies by local districts; (See Recommendations 19 and 20)
5. determining when a local school will be required to develop an acceptable "Program to Reduce Crime and Disruption," prepared by a local school/community committee for that specific school; providing guidelines for the development of such programs; and, approving or diapproving of such programs; (See Recommendation 45)
6. providing technical assistance needed for: local planning; the purchase of secruity devices; and the inclusion of anti-vandal approaches in the development of new facilities or the improvement of existing facilities.
7. acting as an agent for state and Federal funds for reducing school crime and disruption, dispersing such funds, and being accountable for such funds;
8. coordinating training programs on the reduction of crime and disruption, for certificated and non-certificated personnel, such as:
    a. principals and other administrators;
    b. teaching staff members;
    c. local security coordinators;
    d. security guards and supervisors;
    e. secretarial, maintenance, food service, transportation, and custodial personnel;
    f. local coordinators for community involvement; and,
    g. school board members;

9. providing liaison with:
    a. the state's systems of juvenile justice and family services; and,
    b. relevant Federal agencies.

10. providing a clearinghouse of information related to crime and disruption in the schools and its prevention, including:
    a. assisting with information about: local alternative programs; regional or state centers or schools for expelled students; and, special schools of instruction for dependent and delinquent persons under 16 years of age (N.J.S. 18A:47-1);
    b. providing information related to the placement of students in regional or state centers or schools for expelled students;
    c. providing information concerning the availability of funding for preventing school crime and disruption; and,
    d. assisting with curriculum and program information.

The Task Force concluded that little long-term relief from the problems of crime and disruption in the schools would be possible without a state agency to spearhead that effort.

School districts have repeatedly voiced their need for state direction and support. The desirability of having one state agency to which they could relate was mentioned again and again as the Task Force visited schools.

The Task Force believes that the public would be reassured of the Department of Education's high priority for reducing crime in the schools if the Departmental Office to Prevent Crime and Disruption could report directly to the Commissioner, utilizing the same pattern as now exists for the State Law Enforcement Planning Agency (SLEPA) which organizationally is located in the Governor's Office.

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[1] New Jersey State Law Enforcement Planning Agency, Criminal Justice Plan for New Jersey - Applicants Guide, 1979 (Trenton, New Jersey, 1978), p. 117.

B. Certification, Qualifications and Other Requirements for School Personnel

Recommendation 2

Teacher certification requirements should be supplemented to require the inclusion of the following preservice course content:

a. classroom management related to disruptive students; and the state's juvenile justice systems.

b. community-involved strategies for preventing or reducing crime and disruption; and, protecting property and personnel.

The Task Force concluded that New Jersey's teachers were by formal preparation not ready to face the problems of crime and disruption in the schools. Teachers had neither received general orientation to such problems nor been instructed in the kind of classroom management appropriate to controlling disruptive students.

Recommendation 3

Certification requirements for principals should be supplemented to require the inclusion of the following preservice course content:

a. community-involved strategies for the principal to take in: preventing or reducing crime and disruption; and protecting property and personnel; and,

b. the state's juvenile justice system.

The Task Force concluded that the principal has a unique role in maintaining a safe and orderly school through systematic discipline and careful coordination of school staff. This conclusion agreed with the findings of separate research efforts sponsored by the National Institute of Education and the New Jersey School Boards Assocation.

Relating to the police, the juvenile justice system and the community are responsibilities which should be well understood by prospective principals.

Aware that most principals are teachers first, the Task Force believes that a principal would benefit from both the teacher certification requirement proposed as well as the principal certification requirement proposed.

Recommendation 4

Qualifications and training for school security personnel should be specified by the Office to Prevent Crime and Disruption.

Although millions of dollars are currently being used to employ security personnel, no offical standards for their qualifications or their training now exist in New Jersey.

The Task Force's recommendation to provide for the setting of those standards should meet a basic need felt widely in the state.

C. State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools

Recommendation 5

The Governor should be requested to establish a State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools with the responsibility for making recommendations to all state agencies and branches of state government, which, in the Council's view, could assist in reducing this problem.

It should be suggested to the Governor that the following groups be represented on the Council: state educational associations; the Chief Justice of the Supreme Court; the Department of Education; the Department of Law and Public Safety; the Department of the Public Advocate; youth and family services agencies; juvenile judges; county prosecutors; local law enforcement officers; drug and alcohol abuse agencies; students; and, parents.

Reducing crime and disruption in the schools requires an interdepartmental effort and the support of the Governor. A permanent coordinating council should provide a flexible mechanism to deal with this enormous and complex problem.

D. Reporting Crime to the Police

Recommendation 6

Legislation and/or administrative code should be supported (1) to require local school staffs to report suspected criminal acts promptly and fully to the local police; and, (2) to protect such school staff persons from those who seek to penalize or cause reprisals on them for their reporting a crime, or for their participating in a court hearing or court action related to reporting a crime.

Only one third of the reportable offenses in schools are apparently being reported to the local police. Schools should be partners with the police and not feel threatened by reporting.

The Task Force seeks through this recommendation a prompt and complete reporting of crime by schools to the police.

E. Data Collection

Recommendation 7

To assure that the law concerning the collection and reporting of data on acts of school violence and vandalism (N.J.S. 18A:4-29.1 et seq.) is effectively fulfilled, regulations concerning its administration should be drafted by the proposed Departmental Office to Prevent Crime and Disruption.

The Task Force projects that there will be a need for rules and regulations to implement the violence and vandalism data collection and reporting system (N.J.S. 18A:4-29.1 et seq.).

F. The Juvenile Justice System

Recommendation 8

The Governor should be requested to direct that there be an immediate and thorough review of New Jersey's juvenile justice system in order that (1) it functions promptly; (2) it deters criminal actions by juveniles; and (3) it provides a number of possible alternatives to assist juveniles in effective behavior modification and rehabilitation.

Practically no one could be found to praise the present juvenile justice system. Nearly everyone who referred to it, spoke negatively of it.

The Task Force is concerned with the promptness, the effect and the flexibility of the juvenile justice system. Principals, teachers, students, parents and community persons reported to the Task Force that juveniles typically express contempt for the system because of unreasonable delays and laxness by judges. Several judges were highly respected by juveniles because of their strictness.

Recommendation 9

Legislation should be supported to:

a. change the statutory criteria established for judges when considering a charge of assault and battery on a school employee by a person 14 to 18 years of age, to increase the possibility of charging the juvenile as an adult;
b. permit juvenile judges to fine juvenile offenders as appropriate; and,
c. permit juvenile judges to require a juvenile offender's parents to attend counseling.

The Task Force concluded that greater flexibility for juvenile judges would permit their greater effectiveness in reducing recidivism. Major problems exits as to the liability of juveniles 14 years and older. Juvenile judges can use fining with some juveniles and requiring some offenders' parents to attend counseling.

Recommendation 10

Legislation should be supported to provide additional alternatives available to juvenile judges in seeking to rehabilitate juvenile offenders. Such alternatives should include:

a. requiring juvenile offenders to provide appropriate restitution to victimized persons or institutions;
b. assigning juvenile offenders to conservation corps type programs;
c. assigning juvenile offenders to alternative programs or schools sponsored by local districts or the Department of Education; and,
d. assigning juvenile offenders to rehabilitation programs sponsored by the juvenile justice system.

The Task Force concluded that programs of appropriate restitution are desirable if they are systematic, consistent and related to the offense.

Juvenile judges should have more flexibility than is presently possible in assigning juvenile offenders to rehabilitation programs.

Recommendation 11

Legislation should be supported to require that juvenile and domestic relations courts promptly report findings and decisions concerning a juvenile offender to the principal of the public school where the juvenile offender is currently enrolled, in order that such information (a) will be used by the principal in planning programs that are relevant for the juvenile offender; and, (b) will not be used for purposes of the student's permanent school records.

Better communication by the courts with the local school principal should provide schools with better opportunities to assist in the rehabilitation of juvenile offenders. The recommendation includes a provision for the limited use of this information.

Recommendation 12

Legislation and/or administrative code should be supported to:
a. make it more difficult for juveniles to acquire alcoholic beverages, drugs or drug related equipment;
b. provide more severe penalties for those guilty of selling alcohol, or drugs to juveniles; and,
c. in appropriate situations, hold parents or guardians liable for damage done to property by their juvenile children.

The availability of alcohol and drugs by students in New Jersey schools is an alarming discovery. It is in epidemic proportions. The Task Force proposes that remedies to this difficult situation of easy availability of alcohol and drugs be found. Examples of possible remedies are suggested as follows: an official state or county photograph-type identification card; raising the drinking age; and, eliminating sales of drug-related equipment near schools.

Liability by parents for their minor children's vandalism is recommended, under certain circumstances, as an option for judges.

Recommendation 13

The Attorney General and the Commissioner of Education should be requested to encourage County Prosecutor's Offices and local educational officials to form county task forces on reducing crime and disruption in schools. Such county task forces would meet regularly to develop cooperative approaches to this task.

The Task Force discovered that a number of County Prosecutors were interested in developing county task forces concerning this problem. The Task Force seeks cooperation between educators and County Prosecutors.

G. Funds for Needed Efforts in Reducing Crime in the Schools

Recommendation 14

Legislation should be supported to revise New Jersey's Public School Safety Law in order to provide state funds for a Departmental Office to Prevent Crime and Disruption, and for its activities.

The Task Force concluded that little progress could be made without an appropriate funding base.

Revision of this Act could provide $2.5 million for purposes of implementing the Task Force's recommendations.

Recommendation 15

The Commissioner should include the local district's efforts to reduce crime and disruption in the schools as one of the criteria for making cap waiver decisions.

The Task Force concluded that because adequate state and local funding would be needed for necessary initiatives, a resolution of the budget cap problem is inevitable if schools are to become safer places to learn.

Recommendation 16

The State Department of Education should reallocate its funding priorities and provide funds to (a) reimburse part of the costs of local school districts for alternative programs, and special programs and services for students who are violent, verbally abusive, drug offenders, or chronically disruptive, (see Recommendation 34) and (b) provide county or regional educational and rehabilitation centers for those students who have been excluded from a public school by expulsion. (see Recommendation 21)

The Task Force concluded that in terms of curriculum relevancy and good discipline, two new alternatives are needed in New Jersey's educational system: (a) local school alternative programs for disruptive students (b) county or regional educational and rehabilitation programs for expelled students.

Recommendation 17

Local school officials should be encouraged to investigate the possibilities and advantages of utilizing funds or assistance from a number of sources for making school facilities more free from crime and disruption; examples of such are: (1) local Prime Sponsors for the Federal Comprehensive Employment and Training Act (P.L. 95-524) should be approached to determine the availability of such funds to a local school district to provide on-the-job training and temporarily subsidized salaries for security guards; and (b) local municipalities and counties should be approached to determine how schools may benefit from community plans for controlling crime, under Federal funds from the Omnibus Crime Control and Safe Streets Act of 1968 (P.L. 90-351), administered by the State Law Enforcement Planning Agency.

Some funds or assistance may be available for schools from sources not commonly considered. Initiative should be taken by local school officials.

H. Law Revision

Recommendation 18

Overtures should be made by the State Board of Education to appropriate departments of state government, in order that all statutes and administrative codes concerning juveniles might be correlated and streamlined.

An interdepartmental effort will be needed to revise New Jersey's laws concerning juveniles. The State Board should encourage wide involvement in this process.

III. THE FASK FORCE'S RATIONALE FOR ITS RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL AND LOCAL DISTRICT CAPABILITIES FOR REDUCING CRIME AND DISRUPTION IN THE SCHOOLS

This section will explain the Task Force's selection of twenty-five specific recommendations related to local school or local district capabilities for reducing school crime and disruption.

A. Discipline and Governance

Recommendation 19

Legislation and/or administrative code should be supported to require that:

a. *every local district shall develop a written discipline code and publish it in the form of a handbook containing a digest of relevant state laws and local regulations concerning student and parental responsibilities and rights;*

b. *principals shall distribute such handbooks to every student, family and school staff person at the beginning of every school year, and at other times as appropriate; and,*

c. *the State Department of Education's Office to Prevent Crime and Disruption shall provide leadership for developing local discipline codes and handbooks.*

The first step in having an orderly school (a safe school) is to make sure that minimal rules of conduct are well understood. The Task Force recommends a district handbook to be widely distributed and enforced.

Recommendation 20

Legislation and/or administrative code should be supported to require that:

a. *every local district shall develop a written policy concerning the responsibilities and rights of school staff members in maintaining discipline and order; included in the policy shall be a digest of relevant state laws and local regulations;*

b. *principals shall distribute such written policies to all school staff members at the beginning of every school year, and at other times as appropriate; and,*

c. *the State Department of Education's Office to Prevent Crime and Disruption shall provide leadership for developing local discipline codes and handbooks.*

The administration's expectations of the school staff need to be clearly defined and available in a staff policy manual concerning the maintenance of discipline and order. An orderly school requires such a tool.

Recommendation 21

Legislation, administrative code, and funding should be supported to provide alternative schools within counties or regions of the state to be developed and operated at state expense and state direction to meet the educational and rehabilitation needs of students who have been excluded from a public school by expulsion.

The Task Force concluded that disruptive students should be given appropriate programs in local districts whenever feasible. However, when a district deems it necessary to expel a student, a county or regional alternative educational institution will be necessary to seek the rehabilitation of such a person.

County or regional schools for expelled students should be supported and directed by the State Department of Education and/or appropriate state and county agencies.

Pennsylvania's experience will be valuable to New Jersey's planning. The Youth Development Center in Cornwell Heights, Pennsylvania serves such a purpose for students expelled from the public schools in Pennsylvania. Their major emphasis is on analysis of an individual student's problems before major educational and rehabilitation efforts begin.

The impact of this recommendation should be understood in concert with the impact of Recommendation 34.

Recommendation 22

Legislation and/or administrative code should be supported to establish procedures for search and seizure within public schools by school administrators, specifying:

a. permissible uses of lockers and other jointly controlled school property;
b. that lockers and such property shall be subject to periodic inspections for contraband; and
c. that written policies will be developed by local school districts on the basis of guidelines provided by the State Department of Education.

Policies and procedures concerning search and seizure related to lockers and other jointly controlled school property need codification and dissemination, in order to make possible an effective approach to reducing crime and disruption in the schools.

B. Defense of School Staff Persons

Recommendation 23

Legislation should be supported so that a student who, after due process, has been found to have assaulted a school staff person, shall be suspended by the school principal and shall be recommended by the superintendent to the local board of education for an expulsion hearing.

The procedure provided by this recommendation would make assaulting a school staff person a more serious offense in the eyes of students, parents, school staff persons, and community persons. It establishes a greater "inevitability" of administrative procedures leading to the board of education's determination of the matter through due process.

Recommendation 24

The Department of Education should include a review of disciplinary policy and activity in the "Thorough and Efficient" monitoring process.

Disciplinary policy and activity is the backbone of a safe school and should be included in the "T and E" monitoring process.

Recommendation 25

The State Department of Education should cooperate fully with the Special Joint Committee of the County Prosecutors Association of New Jersey and the Division of Criminal Justice to prepare, sponsor, produce and disseminate "A Manual on Criminal and Civil Law for School Administrators."

The Task Force was encouraged by the invitation of the New Jersey Prosecutors Committee for the State Department of Education to assist in the development of this law manual for school administrators.

Recommendation 26

Legislation and/or administrative code should be supported to require local boards of education to provide advice on legal alternatives related to criminal acts committed against school staff members, arising in the course of their employment.

The Task Force discovered in its hearings that school staff persons who became victims of crime typically had little or no legal advice from their boards of education. Legislation should be enacted to correct this inadequacy.

Recommendation 27

Legislation should be supported to require that local boards of education shall maintain adequate insurance coverage to reimburse a school staff member for that person's payment of physical or property damage claims resulting from that person's lawful response to violence or vandalism in a school.

The Task Force found that teachers defending students from violent students were being sued for damages for making such defense. Teachers obeying their Boards' policies should be insured against loss from such suits.

Recommendation 28

Legislation should be supported to provide that any person who commits an assault upon a teaching staff member, board member, or other employee of a Board of Education who is acting in the performance of his/her duties and in a situation where his/her authority to so act is apparent, or who commits such an assault as a result of the victim's relationship to an institution of public education of this state, shall be guilty of an aggravated assault.

The Task Force proposed that school staff persons be given the same legal protections against assault as are enjoyed by police and firemen.

C. Curriculum and Counseling

Recommendation 29

The State Board of Education should encourage local boards of education to:

a. Identify learning disabilities among young children and more promptly begin appropriate services; and

b. Identify children who demonstrate chronically disruptive behaviors during grades 1-4 and, following due process, promptly begin appropriate intervention programs and services, including adequate attention to their emotional, health and social needs.

Both children with a learning disability and children with various disruptive behaviors should be provided due process in being assigned appropriate programs and services. Intervention to meet needs is the thrust of this recommendation.

Early attention to the emotional, health and social needs of these children was a priority expressed by the Task Force.

Health is a basic concern. Increasing evidence is available that: (1) drug and alcohol abuse exists among children; and (2) improved diets can help gain better behavior and attitudes among persons suffering from low blood sugar (hypoglycemia).[1]

Nearly all violent teenagers show anti-social, defiant, and disruptive tendencies early in life, according to Marilyn Seide of the Juvenile Justice Institute of New York State's Division of Criminal Justice: "Early Intervention programs for violence - prove children are the only effective means of minimizing the violence perpetrated by a small minority of teenagers."[2]

Grade school principals will need to be sensitive to teacher's complaints about disruptive students in order to (1) not condone student disruption through the principal's inaction; (2) assist such children with early intervention programs; and (3) avoid the development of violent and disruptive adolescents and adults.

Recommendation 30

Legislation and/or administrative code should be supported to require local boards of education to include in their educational programs appropriate provisions for reducing present and future child abuse by means of:

a. instruction in parenting;
b. instruction in child development; and,
c. preparation of school staff persons to recognize the symptoms of child abuse.

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[1] Barbara J. Reed, Back to the Basics (Cuyahoga Falls, Ohio: Probation Department, Municipal Court, 1977)

[2] Susan Fogg, "Early Therapy Is Urged for Violent Kids," Newark Star-Ledger, April 6, 1979, p. 30

An abused child frequently becomes an abusing child, youth or adult. The cycle must be broken. Appropriate instructional programs and staff sensitivity are proposed.

Recommendation 31

Legislation and/or administrative code should be supported to require local boards of education to include in the elementary school curriculum, appropriate programs to promote respect for the law and to assist students in becoming law abiding citizens. Such programs should include but not necessarily be limited to:

a. methods of resolving conflict through non-violent means;
b. enhancement of both self-esteem and respect for others;
c. enhancement of respect for property; and,
d. ways of avoiding being a victim of crime.

Programs are needed in elementary schools to emphasize non-violent attitudes, and build respect for self, others, and property.

Recommendation 32

Federal and state legislation and/or administrative code should be supported to modify child labor laws to permit the employment of fourteen and fifteen year olds as part of cooperative vocational education programs, when a juvenile offender is approved for such a program by a juvenile judge for the purpose of rehabilitating the juvenile offender.

Exceptions to the 16 year old minimum age under the Federal labor laws would assist some juvenile offenders to be involved in cooperative vocational education programs, a challenging alternation of learning on the job and learning in a "related class."

Recommendation 33

Modification of Federal regulations should be supported to permit assignment of a juvenile offender to a residential Job Corps Center by a juvenile judge for the purpose of rehabilitating the juvenile offender.

Modifying the Federal regulations on admission requirements to this residential vocational program could provide an important opportunity for some juvenile offenders.

Recommendation 34

Legislation and/or administrative code should be supported to require local school districts to make available alternative programs for students whose behavior is determined to be insubordinate, verbally abusive, threatening, chronically disruptive, or hazardous to persons in the school.

Such programs shall include: (1) small group instruction; (2) appropriate counseling; (3) physical education; and (4) consistent and rigorously enforced discipline. At the discretion of the local board of education, attendance at "off hours" programs may be required of any student in such alternative programs, when it is determined by the principal on written evidence that such a student requires such a disciplinary program.

In dealing with a disruptive student, the Task Force concluded that local schools should be required to seek the student's improvement through alternative programs. Assignment to such programs must follow due process.

This conclusion agreed with the position of the State Law Enforcement Planning Agency in its Annual Plan (1979), p. 75: "Schools have a responsibility to develop educational experiences and supportive services for the pre-delinquent, disruptive, and/or truant student."

The combined impact of this recommendation and Recommendation 21 is to greatly broaden the public schools' participation in the effort to provide intervention for students with insubordinate, disruptive and hazardous behavior:

		Existing	Proposed by Task Force
1.	Local Alternative Programs	Optional	Required (Rec. 34)
2.	Special Schools for Dependent and Delinquent Children under 16 years of Age (when committed by a Court) Established and Maintained by a School District	Optional as provided by N.J.S 18A:47-1	No change recommended
3.	State Schools for Expelled Students (County or Regional in Location)	Not Existing	Proposed (Rec. 21)

D. School Attitudinal Climate

Recommendation 35

School staff persons in individual schools should be encouraged to become more aware of the importance of personal relations and more sensitive in dealing with the feelings and perspectives of all persons involved in the school. Five strategies recommended to school staff persons are:

a. The principal should become more accessible to students and increase personal contact with all students.
b. The schedule should provide more time that a teacher spends with a given group of students.
c. Functional capacities for educational facilities should not exceed state standards.
d. Students' personal achievements of all constructive types should be encouraged through programs of recognition and awards.
e. Students should be involved in: developing school regulations; planning school activities; judging student award programs; and conducting beautification projects.

The Task Force concluded that many schools could become more personalized and sensitized to individuals and their needs. Five strategies were suggested.

What is sought is not greater familiarity among persons in schools, but greater respect and better communication.

Recommendation 36

School staff persons in individual schools and local board of education members should be reminded of the important role they play as models in the students' socialization process and in providing standards as to what is acceptable adult behavior.

Students frequently must learn in an atmosphere of confrontation because of the political and competitive behavior of adults in the school setting. Adults related to the school should assume a greater responsibility as role models for students.

E. Teacher/Student Relationships

Recommendation 37

Schools with serious problems of crime and disruption should be encouraged to consider the factor of overcrowding. Such schools should study (a) the functional capacity of the school building; and (b) the desirability of smaller classes.

The New Jersey School Boards' research revealed that larger schools had significantly higher rates of violence and vandalism than smaller ones. Double sessions, and other overcrowding should be discouraged.

One of the major elements of a thorough and efficient system of free public schools in New Jersey (N.J.S. 18A:7A-5.f.) is adequately equipped, sanitary and secure physical facilities. Following an evaluation of needs, the Commissioner of Education may require a remedial plan and, after due process, may order necessary budgeting changes within a school district to provide adequate school buildings. (N.J.S. 18A:7A-14, 15)

Recommendation 38

Schools with serious problems of crime and disruption should be encouraged to consider the need for school staff persons to have intensive in-service training to enable them to better address the problems of the school. Such specialized training should include, but not necessarily be limited to, the following:

a. student growth and development problems;
b. student perspectives, feelings and values;
c. classroom management;
d. strategies for reducing school crime, including the use of peer pressures;
e. protection of property and personnel; and,
f. how and when to report criminal acts.

The Task Force concluded that specialized training for school staff persons should be recommended for any school with serious problems of crime and disruption. Six areas are specified for such training.

F. Reporting of Crime

Recommendation 39

The principals of all public schools should be reminded that incidents of crime should be reported (a) immediately to the local police, and (b) to the county office, pursuant to law (N.J.S. 18A:4-29.1 et seq.) and related administrative procedures.

The Task Force concluded that a reminder should be sent to principals to report incidents of crime to the police, and to the State Department of Education's violence and vandalism data system.

Recommendation 40

Administrative code should be supported to require that local school staff persons be instructed in the implementation of the Department of Education's system (mandated by Chapter 183, Laws of 197) for reporting crime and disruption in the schools.

The Task Force seeks to require in-service instruction of local school staff persons concerning the data reporting system for two reasons: (1) to secure complete and accurate data; and (2) to assist administrators in emphasizing the importance of reducing crime and disruption in the schools.

G. Facility Security

Recommendation 41

Legislation and administrative code should be supported to provide major penalties for a person trespassing in a school building.

Because the Task Force discovered that trespassing by outsiders in school buildings is the source of considerable crime and disruption, a recommendation was made to seek increased penalities for trespassing in a school building.

Recommendation 42

Legislation and/or administrative code should be sought to require each local board of education to designate a security coordinator for the whole district or for each building, to have duties which include, but are not limited to, the following:

a. to coordinate the planning of security arrangements and devices;
b. to supervise the work of security guards;
c. to coordinate the training of security guards;
d. to assist the principal in improving community involvement for avoiding or reducing crime, including the improvement of communication with youth service agencies and the juvenile justice system;
e. to develop student and community spotters of crime or disruption;
f. to develop a procedure for immediately identifying visitors, students and staff;
g. to develop emergency plans related to intruders, bomb threats and crowd control;
h. to supervise prompt repairs and the removal of graffiti;
i. to supervise the maintenance and updating of inventories of school property; and,
j. to eliminate unsupervised areas.

The Task Force concluded that a security coordinator was needed in every school district or every school building to fulfill a wide variety of functions related to (1) prevent of crime and disruption; or (2) responding to crises.

Recommendation 43

Legislation and administrative code should be sought to require that local school districts routinely check on the backgrounds of all prospective school employees before their hiring to identify criminal convictions which could indicate possible problems in the district's ability to prevent crime and disruption in the schools.

Concerned by reports of criminal activity in school related to previous criminal convictions of school staff members, the Task Force proposed that routine checks be required concerning the conviction records of prospective school staff members.

Pre-employment inquiries concerning convictions which bear a relationship to the job are permitted by the New Jersey law against discrimination (N.J.S. 10:5-1 et seq.), according to the Department of Law and Public Safety, Division of Civil Rights.[1]

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[1] New Jersey Department of Law and Public Safety, Division of Civil Rights, A Guide for Employers to the New Jersey Law against Discrimination (Trenton, New Jersey, 1977) p. 23.

IV. THE TASK FORCE'S RATIONALE FOR ITS RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL/COMMUNITY COOPERATION FOR REDUCING CRIME AND DISRUPTION IN THE SCHOOLS

Like the previous two sections, this section will provide a rationale for recommendations to the State Board of Education. Four specific recommendations will be explained which relate to local school/community cooperation for reducing crime and disruption in schools.

A. Local Advisory Councils and Local Planning

Recommendation 44

Local boards of education should be encouraged to develop local school/community advisory groups to advise local boards on reducing crime and disruption in a specific school building. Their functions would be to encourage the interaction and cooperation of community agencies to address the specific needs of a local school in reducing crime and disruption. Included in this advisory group should be parents, students, local police, public agency representatives, school staff, senior citizen groups and local businesspersons.

The Task Force found overwhelming evidence that local community advisory groups must be a major component in reducing crime and disruption in the schools.

Each community and school building is unique and requires community input for a cooperative approach to the crime and disruption problem. Such community involvement permits planning on a realistic basis and lays the basis for the utilization of a wide variety of resources.

Recommendation 45

Legislation and/or administrative code should be supported to require that when a local public school is determined by the Departmental Office to Prevent Crime and Disruption to have a serious problem of crime and disruption, that school shall develop an acceptable "Crime Reduction Program:"

a. the program shall be prepared by a local school/community committee for that specific school;
b. guidelines for such a program will be provided by the Departmental Office to Prevent Crime and Disruption; and,
c. the individual school's program, after approval by the local board of education, will be approved or disapproved by the Departmental Office to Prevent Crime and Disruption.

The Task Force concluded that an acceptable "Crime Reduction Program" is necessary for some schools, estimated at perhaps the 8% level. Such programs should be customized for a specific school building in a specific community, utilizing the resources of the community, the school and the Departmental Office to Prevent Crime and Disruption.

B. School/Police Liaison Programs

Recommendation 46

Local boards of education should be encouraged to develop school/police liaison programs for each school, including: (1) participation by police in instruction and counseling; (2) regular meetings of police with local school staff persons; and, (3) development of cooperatively planned emergency proecedures.

The Task Force concluded that all schools can be improved in their relationships with the local police. However, elementary and middle schools especially should utilize this type of program for the prevention of certain problems and the development of positive relationships.

C. Extensive Community Use of School Facilities

Recommendation 47

Local boards of education should be encouraged to utilize the community education concept to a greater extent, in order to both provide useful programs and to reduce crime and disruption in the schools. Local boards should be encouraged to designate one person to be responsible for the coordination of community education.

The community education concept should be more widely utilized to provide direct assistance in reducing school violence and vandalism. A designated person could develop and coordinate community school programs during evenings, weekends, and summers.

V. LEGAL DIMENSIONS OF THIS REFORM

Of the forty-seven specific recommendations proposed in this report; at least thirty involved desired changes in state statutes, state administrative code, Federal law, or Federal regulations.

A. Implications for State Law

Without addressing the problem of when statute revision or when modification of the New Jersey Administrative Code is involved in a specific recommendation, it is possible to tabulate the extensiveness of the proposed changes to New Jersey state law:

Area	Number of Recommendations Involving State Law Modification
Discipline and Governance	6
Juvenile Justice System	4
Curriculum and Counseling	4
Facility Security	3
Defense of School Staff Persons	3
Certification, Qualifications and Other Requirements for School Personnel	2
Funds for Needed Efforts	2
Reporting Crime to the Police	2
Data Collection	1
Local Planning	1
Extensive Community Use of School Facilities	1
	29 Recommendations

B. Implications for Federal Law

Two recommendations concern Federal law:

1. modifying child labor laws; and,
2. modifying Federal regulations to permit assignment of juvenile offenders to residential Job Corps Centers by juvenile judges.

C. Cooperative Effort with the New Jersey Legislature

It is essential that the State Board of Education enlists the cooperation of the State Legislature to implement this law-intensive reform proposal.

For this reason, it is suggested that a version of this report, incorporating all sections approved by the State Board of Education, be prepared for use by the New Jersey Legislature in addressing the needs for legislation justified in this report. Copies of the three hearings should also be sent to members of the Legislature.

D. Staff Person to Expedite Changes in the Law

This report recommends a staff person to expedite these proposed changes in the laws, along with the related interagency task of reviewing and streamlining all New Jersey statutes related to juveniles.

VI. FINANCIAL DIMENSIONS OF THIS REFORM

The financial implications of the recommendations in this report will be presented in this section, insofar as (1) the cost estimates provided here are as realistic as can be projected at this time, (2) reallocations of funds are possible, and (3) the cap limitation problem can be dealt with.

It must be emphasized that without additional funds for reducing crime and disruption in the schools, the initiatives proposed will have limited impact.

A. Funding Sources

Four recommendations were specifically proposed concerning the sources of funds:

1. To revise the Public School Safety Law to provide funds for the proposed Departmental Office of School Crime Prevention and its activities (Recommendation 14)

2. To deal with the budget cap law (Recommendation 15)

3. To reallocate Departmental funding priorities to permit partial reimbursement of costs of alternative programs in local schools (Recommendation 16.a.) and to provide county or regional centers for expelled students (Recommendation 16.b.)

4. To encourage local educators to utilize funds or assistance from a number of sources. (Recommendation 17)

Only the first three of these recommendations involves the intiative of the Department of Education, in cooperation with the New Jersey Legislature.

The "Public School Safety Act" could provide a basic source of funds to provide for a Departmental Office to Prevent Crime and Disruption, and its activities. In FY'79, the "Public School Safety Act" (N.J.S. 18A:17-44) was provided an appropriation of $2,506,598. The same funding for F.Y. '80 has been proposed by the Governor.

Revision of that law to substitute a wider purpose would more directly and effectively reduce crime and disruption in New Jersey's public schools. What would happen to the support for security personnel? In most cases, schools would receive equalization funds under the State Equalization Formula (N.J.S. 18A:7A-1 et seq.).

A regular budget cap waiver by the Commissioner for local school efforts to reduce crime and disruption is an important recommendation. The difficulty of this strategy must be weighed against the importance of assuring New Jersey students a safe and orderly learning experience.

The reallocation of funding priorities within the Department is also not an easy route for finding adequate funding. However, for the high priority of providing students with safe schools in which to learn, some initiative by the Department at this point needs to be expressed.

B. Estimated Costs of the Inititatives Proposed in This Report

A summary of estimated costs is presented in this subsection for F.Y. 1980 and F.Y. 1981. The need for continuing effort beyond FY 1981 is indicated in a third column.

The basis for these estimates is found in subsection C.

I. RECOMMENDATIONS TO IMPROVE STATE LEVEL CAPABILITIES

		F.Y. 1980	F.Y. 1981	CONTINUED FUNDING
A.	A Departmental Office to Prevent Crime and Disruption (Recommendation 1)	$140,687	$147,270	Yes
B.	Certification, Qualifications and Other Requirements for School Personnel (Recommendations 2, 3, and 4)	$100,000	$ 50,000	No
C.	State Interagency Coordinating Council (Recommendation 5)	$20,000	$21,000	Yes

		F.Y. 1980	F.Y. 1981	CONTINUED FUNDING
D.	Reporting Crime to the Police (Recommendation 6)	None	None	No
E.	Data Collection Regulations (Recommendation 7)	None	None	No
F.	Juvenile Justice System (Recommendations 8-13)	None	None	No
G.	Funds for Needed Efforts (Recommendations 14, 15, 16, 17) (Recommendation 16A, See Recommendation 34) (Recommendation 16B, See Recommendation 21)	See Other Recommendations		
H.	Law Revision (Recommendation 18)	$24,751	$31,196	No

II. RECOMMENDATIONS TO IMPROVE LOCAL CAPABILITIES

		F.Y. 1980	F.Y. 1981	CONTINUED FUNDING
A.	Discipline and Governance (Recommendations 19-25)	$1,010,000	$1,050,000	Yes
B.	Defense of School Staff Persons (Recommendations 26-28)	None	None	No

		F.Y. 1980	F.Y. 1981	CONTINUED FUNDING
C.	Curriculum and Counseling (Recommendations 29-34)	$ 789,562	$ 764,784	Yes
D.	School Attitudinal Climate (Recommendations 35-36)	$ 50,000	$ 52,500	Yes
E.	Teacher/Student Relations (Recommendations 37-38)	$ 100,000	$ 105,000	Yes
F.	Reporting of Crime (Recommendations 39-40)	None	None	No
G.	Facility Security (Recommendations 41-43)	$ 170,000	$ 178,500	Yes

III. RECOMMENDATIONS TO IMPROVE SCHOOL/COMMUNITY COOPERATION

		F.Y. 1980	F.Y. 1981	CONTINUED FUNDING
A.	Local Advisory Councils and Local Planning (Recommendations 44 and 45)	None	None	No

	F.Y. 1980	F.Y. 1981	CONTINUED FUNDING
B. School/Police Liaison Programs (Recommendation 46)	$ 20,000	$ 21,000	Yes
C. Extensive Community Use of School Facilities (Recommendation 47)	$ 75,000	$ 78,750	Yes
TOTAL ESTIMATED COST OF ALL RECOMMENDATIONS	$2,500,000	$2,500,000	

C. Rationale for the Estimated Costs

I. Recommendations to Improve State Level Capabilities

A. A Departmental Office to Prevent Crime and Disruption (Recommendation 1)

		F.Y. 1980	F.Y. 1981
1.	Staff		
	Director (Range 33)	$ 26,053	$ 27,293
	Assistant Director (Range 30)	$ 22,505	$ 23,576
	Assistant Director (Range 30)	$ 22,505	$ 23,576
	Senior Clerk Transcriber (Range 9)	$ 8,079	$ 8,464
	Clerk Typist (Range 5)	$ 6,645	$ 6,961
	No fringe benefits or indirect costs are estimated, since State funds are earmarked for this expense.		
2.	Telephone ($500 per employee)	$ 2,500	$ 2,500
3.	Travel ($800 per professional)	$ 2,400	$ 2,400
4.	Duplication and printing of guidelines, reports, and curriculum and program information	$ 20,000	$ 21,000

	F.Y. 1980	F.Y. 1981
5. Data reporting system (assumed to continue beyond the July, 1981 cut-off, legislated by Chap. 183, Laws of 1978)	$ 30,000	$ 31,500
TOTAL, Rec. 1	$140,687	$147,270

B. Certification, Qualifications and Other Requirements for School Personnel

(Recommendations 2, 3, and 4)

	F.Y. 1980	F.Y. 1981
Curriculum development	$100,000	None
Curriculum refinement	None	$50,000

C. State Interagency Coordinating Council

(Recommendation 5)

	F.Y. 1980	F.Y. 1981
Council expenses (Travel; duplication; meeting expenses; printing)	$20,000	$21,000

H. Law Revision

(Recommendation 18)

	F.Y. 1980	F.Y. 1981
Provide a Range 30 staff person to work with others in revising the juvenile-related statutes	$22,505	$23,576
Duplication	$ 1,000	$ 1,850
Printing	None	$ 5,000
Phone	$ 500	$ 500
Travel	$ 746	$ 770
	$24,751	$31,196

II. Recommendations to Improve Local Capabilities

A. Discipline and Governance

3. Schools for expelled students (county or regional) to be developed and operated at state expense and state direction. (Recommendation 21)

	F.Y. 1980	F.Y. 1981
To begin: 200 expelled students; class size of 8; specialized staff; utilized as a teacher training institute (Estimate based on the experience of Pennsylvania's state administered Youth Development Center, Cornwell Heights, Pa., Mr. Wyley Hinson, Director)	$1,000,000	$1,050,000

	F.Y. 1980	F.Y. 1981
6. "Manual on Criminal and Civil Law", Publication expenses (Recommendation 25)	$10,000	None
C. Curriculum and Counseling		
1. Intervention programs for children in grades 1-4 with chronically disruptive behaviors (Recommendation 29.b.)	$75,000	$100,000
2. Programs to combat child abuse (Recommendation 30)		
a. Pilot Programs	$25,000	$ 75,000
b. Curriculum and Counseling Development	$25,000	$ 25,000
Total	$50,000	$100,000
	F.Y. 1980	F.Y.1981
3. Programs to promote respect for the law and to assist students in becoming law abiding citizens (Recommendation 31)		
Minigrants	$100,000	$105,000

	F.Y. 1980	F.Y. 1981
4. Cooperative Vocational education programs to rehabilitate 14 and 15 year olds. (Recommendation 32)		
Coordinator (Range 30)	None	$23,576
Transportation	None	$ 1,249
Total, Rec. 32	None	$24,825

	F.Y. 1980	F.Y. 1981
6. Local alternative programs for students whose behavior is insubordinate, verbally abusive, threatening, chronically disruptive or hazardous to others (minigrants) (Recommendation 34)	$564,562	$434,959
Total, Curriculum and Counseling	$789,562	$764,784

D. School Attitudinal Climate

	F.Y. 1980	F.Y. 1981
1. Programs to Penalize the Schools (Recommendation 35)		
Pilot Projects (priority to schools larger than 1600 students)	$50,000	$52,500

E. Teacher/Student Relations

(Recommendation 38)

	F.Y. 1980	F.Y. 1981
In-service training of staff in schools with severe problems of crime and disruption	$100,000	$105,000

G. Facility Security

(Recommendation 42)

	F.Y. 1980	F.Y. 1981
In-service training of local district/ school security coordinators (400 trained per year)	$20,000	$21,000
Pilot projects to demonstrate security alarm systems and technology	$150,000	$157,500

III. Recommendations to Improve School/Community Cooperation

B. School/Police Liaison Programs

(Recommendation 46)

	F.Y. 1980	F.Y. 1981
Pilot projects (minigrants)	$20,000	$21,000

C. Extensive Community Use of School Facilities

(Recommendation 47)

	F.Y. 1980	F.Y. 1981
Programs for evening and weekend use in schools with extensive crime problems	$75,000	$78,750

	F.Y. 1980	F.Y. 1981
Total of All Estimates	$2,500,000	$2,500,000

VII. TIME DIMENSIONS OF THIS REFORM

The recommendations proposed in this report may be implemented by the end of FY 1981. This section will suggest a realistic schedule for all the initiatives involved.

	1979 July-Dec.	1980 Jan.-June	1980 July-Dec.	1981 Jan.-June
I. RECOMMENDATIONS TO IMPROVE STATE LEVEL CAPABILITIES				
A. A Departmental Office to Prevent Crime and Disruption (Recommendation 1)	Legislation, N.J.A.C. and Funding	Annual Budget Provision	Office Function	Annual Budget Provision
B. Certification, Qualifications and Other Requirements for School Personnel (Recommendations 2-4)	N.J.A.C.	Action by Departmental Office	Operative	Operative
C. State Interagency Coordinating Council (Recommendation 5)	Governor's action	Council Begins	Council at work	Council at work
D. Reporting Crime to the Police (Recommendation 6)	N.J.A.C	Operative	Operative	Operative.
E. Data Collection (Recommendation 7)	Action by Departmental Office	Action by Departmental Office	Action by Departmental Office	Action by Departmental Office
F. Juvenile Justice System (Recommendations 8-13)	Governor's action, Attorney General's action & Commissioner of Education's action	Study process	Study process	Legistion & N.J.A.C.
G. Funds for Needed Efforts (Recommendations 14-17)	Legislature & Departmental actions	Legislature & Departmental actions	Funds available	Funds available
H. Law Revision (Recommendation 18)	Study process	Study process	Study process	Legislation and N.J.A.C.

	1979 July-Dec.	1980 Jan.-June	1980 July-Dec.	1981 Jan.-June
II. RECOMMENDATIONS TO IMPROVE LOCAL CAPABILITIES				
A. Discipline and Governance (Recommendations 19-25)	Legislation, N.J.A.C., & Departmental actions	Legislation & N.J.A.C.	Alternative Schools Open	Alternative Schools Open
B. Defense of School Staff Persons (Recommendations 26-28)	Legislation & N.J.A.C.	Legislation & N.J.A.C.	Operative	Operative
C. Curriculum and Counseling (Recommendations 29-34)	State Bd. resolution, Legislation & N.J.A.C.	Legislation & N.J.A.C.	Alternative programs begin	Federal legislation & regulation
D. School Attitudinal Climate (Rec. 35, 36	State Bd. resolution	Local response	Local response	Local response
E. Teacher/Student Relations (Recommendations 37&38)	State Bd. resolution	Local response	Local response	Local respone
F. Reporting of Crime (Recommendations 39&40)	State Bd.	N.J.A.C.	Operative	Operative
G. Facility Security (Recommendations 41-43)	Legislation & N.J.A.C.	Legislation & N.J.A.C.	Operative	Operative

	1979 July-Dec.	1980 Jan.-June	1980 July-Dec.	1981 Jan.-June
III. RECOMMENDATIONS TO IMPROVE SCHOOL/COMMUNITY COOPERATION				
A. Local Advisory Councils and Local Planning (Recommendations 44&45)	State Bd. resolution	Legislation & N.J.A.C.	Operative	Operative
B. School/Police Liaison Programs (Recommendation 46)	State Bd. resolution	Local response	Local response	Local response
C. Extensive Community Use of School Facilities (Recommendation 47)	Legislation & N.J.A.C.	Legislation & N.J.A.C.	Operative	Operative

VIII. A CALL TO ACTION

It is necessary to conclude that crime and disruption in New Jersey schools is a significant drain on public funds, is a distraction from teaching and learning, and sometimes is injurious to the morale and the physical and mental health of students and school staff persons.

The Task Force also finds that for many reasons, juvenile offenders find the school an "easy" place to practice criminal activity.

The public is gaining a greater awareness of the problem of crime and disruption in our schools. It looks to the State Board of Education for leadership in reducing the destruction, the danger and the anxiety involved. The public is wondering if crime and disruption in the schools will permit the *survival* of a state system of education, as a prior consideration to whether or not that system of education is thorough and efficient.

This report is an opportunity for the leadership of New Jersey education to form a common front in reducing crime and disruption in the schools. The State Board of Education, through an appropriate response to this Task Force's recommendations, is asked to lead this common front.

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APPENDICES

A. New Jersey School Boards Association, School Violence Survey (Trenton, New Jersey, 1978).

B. New Jersey Education Association, Report of the Working Conditions Committee to the Delegate Assembly (Trenton, New Jersey, September 16, 1978).

C. New Jersey School Boards Association, Final Report, Ad Hoc Committee to Study School Vandalism (Trenton, New Jersey, May 8, 1976).

D. New Jersey School Boards Association, 1975 School Vandalism Survey (Trenton, New Jersey, October 14, 1975).

E. Report on On-Site Visitations of the Department of Education's Task Force on Reducing Violence and Vandalism, January-March, 1979.

F. A Summary of the Recommendations from Persons Giving Testimony at the Public Hearings of the Department of Education's Task Force on Reducing Violence and Vandalism: January 29, February 1, and February 6, 1979.

G. A Program of Regional Resource Centers for Retaining Delinquent and Pre-Delinquent Students in Local Public Schools.

H. Key Sections of the New Jersey Statutes Concerning Violence and Vandalism.

I. Pending or Recently Enacted Legislation

Senate No. 543
Senate No. 650
Senate No. 678 (Chap. 42, Laws of 1979)
Senate No. 1455
Assembly No. 293
Assembly No. 1564 (Chap. 183, Laws of 1978)

A. New Jersey School Boards Association,
School Violence Survey (Trenton, N.J., 1978).

SCHOOL VIOLENCE SURVEY

AD HOC COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS

FALL, 1978

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COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS

FOR A LIMITED TIME ONLY, AN ADDENDUM COMPOSED OF ALL TABLES OF DATA FROM WHICH THE SPECIFIC FINDINGS OF THE SCHOOL VIOLENCE SURVEY WERE DERIVED IS AVAILABLE FROM THE ASSOCIATION OFFICE FOR A NOMINAL FEE.

CHAPTER 1

INTRODUCTION

The Committee to Study Violence in the Public Schools of the New Jersey School Boards Association proposed a staff study into the nature and extent of violence in the public educational system of the state. As a result, a survey was initiated. The target population selected for the survey was the principals of the state's public schools. It was the belief of the Committee that since principals were the administrators most closely involved in the schools, they would have the most to offer. The time period studied was June 1976 to May 1977.

The Committee initiated the survey for several reasons. First, there was no data available on the nature and extent of violence in New Jersey's public schools. Second, violence was perceived as a chronic and elusive problem in the public schools of New Jersey, and a system for detecting its prevalence and intensity and examining some of its characteristics appear to be a desirable administrative tool in securing safe schools. Third, the data would become a useful base-line structure upon which future surveys of increasing depth and complexity could be grounded. Fourth, heightened awareness of violence as a problem in public education would result from a survey and contribute to the administrative efficiency of school superintendents, principals and their support staffs.

The initiators of most surveys consider themselves fortunate if there is a 25 percent response. This NJSBA Survey on Violence elicited 1,387 responses or a 56 percent response, attesting to the deep conscientiousness and concern of superintendents and principals throughout New Jersey.

Design of the Survey

Recognizing that violence is a broad legal concept embracing many kinds of anti-social behavior including the self-destructive and the psychologically damaging, several categories of violence were selected for the study.

A questionnaire was developed in which schools were to be statistically segregated by their location, socio-economic status, class size, enrollment, split sessions, stability of enrollment and rated capacity of enrollment. The questionnaire was structured so as to elicit maximum information on violence with a minimum of inconvenience to the respondents. A pilot study was then conducted whereby the questionnaire was completed by 10 building principals.

Analysis of the responses to the pilot study, which took from June to September, 1977, resulted in a widening of the scope of the questionnaire. The respondent building principals suggested adding the self-destructive and psychologically volatile categories of drug and alcohol abuse to the list of acts of violence. This suggestion was incorporated into the survey. The pilot principals responses assured the Committee's staff that it was "tracking" the problem of violence in education in a statistically reliable way. The questionnaire was further reviewed and revised to reduce the possibility of distortion to a statistically manageable minimum.

Packages of the revised and final questionnaire were sent to all district superintendents in New Jersey in October of 1977, for distribution to their building principals and for return to the Association by the end of December, 1977.

The survey questionnaire consisted of two sections. The first section sought an in-depth profile of the reporting school as to:

1. Type of School - school type codes (elementary, middle/junior high schools, high schools and vocational) were assigned to each school. The 1977-78 New Jersey Public School Directory published by the Office of Management Information of the New Jersey Department of Education was used;
2. Enrollment - school average daily enrollment as of September 30, 1977;
3. Stability in Pupil Enrollment - perceived rate of pupil enrollment growth or decline over the last several years;
4. Percent of a school's rated enrollment capacity as of 1977-1978;
5. Split sessions - use or nonuse;
6. Average class size;
7. Socio-economic status - the district factor group (DFG) code assigned to school districts by the New Jersey Department of Education, Educational Assessment Program, was used as follows: LOW = DFG(A), LOW/MIDDLE = DFG(B, C, D), MIDDLE/HIGH = DFG (E, F, G), and HIGH = DFG (H, I, J). Vocational schools and districts with less than 300 pupils were not assigned to a DFG code. Since DFG was assigned to districts and the results of this study are reported by schools, caution should be used in drawing conclusions based on socio-economic status; and
8. Community type - Community type codes assigned to school districts by the New Jersey Department of Education, Educational Assessment Program, were used, i.e., urban, suburban, rural, etc.

Data was also sought on:

1. Recordkeeping practices for reports of violent acts.
2. Policies for reporting and dealing with violent acts.
3. Training for school administrators in dealing with violent acts, and
4. Judgments about the change in the number of violent acts over the last two years.

The second section listed the following categories of violence and sought the extent of reported violence in each of the schools:

1.	Sex Offense:	Subjecting another person to sexual contact or exposure without consent.
2.	Robbery:	Forcible taking of another person's property by threat of immediate use of physical force. Victim is present and aware of robbery.
3.	Assault:	The intentional causing of physical injury, impairment of physical condition, or substantial pain to another person with or without a weapon or dangerous instrument.
4.	Weapons Possession:	Having on the person - firearm, gravity knife, switchblade knife, cane, sword, chuka stick, dagger, bludgeon, blunt instrument, blackjack, billy club, metal knuckles, explosives, or firebomb.
5.	Drug Abuse:	Using or having on the person any of the prohibited drug substances, including marijuana or equipment for using such drugs. This includes violations of State and local laws regarding the possession, sale and use of narcotics.
6.	Alcohol Abuse:	Using or having in a person's possession any alcoholic beverage. This includes violations of State and local laws regarding the possession, sale, and use of alcoholic beverages.

Information was sought on the number of acts of violence falling within these categories, their sites as within the classroom, within the school building, or outside the school building.

Also requested was an estimate of suspected or unreported violence.

The respondents were assured that all information would be kept in strict confidence. No information was sought as to identities of known perpetrators of violence and the cover of confidentiality included the principal and his/her school.

The data were analyzed in terms of frequencies, means and percents. The data were placed into four major categories according to grade plan (elementary, middle/junior high, high school and vocational school) in order to allow a more accurate representation of the findings.

The data were analyzed in general terms for each of the grade plan categories. These general findings and related conclusions and recommendations were presented to and adopted by the Delegate Assembly of the New Jersey School Boards Association on October 26, 1978.

These general findings are incorporated in this document as a part of Chapter Three and serve as reference points for analysis of the specific findings of the survey. The specific findings presented and analyzed in this document resulted from examination of the data according to twenty-seven categories of the seven variables studied, i.e., community type, socio-economic status, rated capacity, stability of enrollment, split/regular sessions, size of enrollment, and class size.

The specific findings are presented in Chapter Two. Related recommendations are presented in Chapter Three. Chapter Four presents an analysis of innovative actions and programs described by the responding building principals. The results of the survey are presented in the addendum to this document.

CHAPTER 2

SPECIFIC FINDINGS OF THE NJSBA'S SURVEY OF SCHOOL VIOLENCE

This chapter reports the specific findings of the NJSBA's Survey of School Violence. The chapter is divided into four Parts: Part I - Elementary Schools, Part II - Middle/Junior High Schools, Part III - Secondary Schools and Part IV - Vocational Schools.

The specific findings resulted from analysis of the Results of the Survey of School Violence which appears as an Appendix to this document. The specific findings are reported as substantial deviations from the general finding within the 27 categories of the seven variables studied. Generally substantial deviation was determined as any figure (averages or percentages) that was at least 30 percent above or below the general finding for a grade plan.

Instances where no substantial deviation occurred from the general finding within the variables studied were also reported in the specific findings.

In some instances, the population of responding schools was too small to draw legitimate comparisons. Those cases are identified and not incorporated into the text.

All findings reported herein are for schools responding to the survey. No attempt is made to imply that the findings can be generalized to apply to all of New Jersey's schools.

PART I

SPECIFIC FINDINGS FOR ELEMENTARY SCHOOLS

Extent of Reported Violence

The highest incidence of reported acts of violence (an average of more than 6 acts per school) was found in elementary schools having one or more of the following characteristics: enrollment of 800 or more, experiencing rapid enrollment growth, in districts classified as low socio-economic, operating at more than 100 percent of Rated Enrollment Capacity, having average class size of more than 27 students, in districts classified as urban center or rural, using split sessions.

The lowest incidence of violence (less than 2 incidents per school) occurred in schools where the following conditions prevailed: enrollment below 200 students, high socio-economic districts, steadily declining enrollment, stability of enrollment uncertain, in suburban or mixed suburban-rural or urban-suburban districts.

Following is an analysis of reported violence in elementary schools by locations and categories of incident.

Classroom

Twenty-nine percent of all reported incidents of violence in responding elementary schools occurred in classrooms. Yet in schools within the following variables, the classrooms were the site of a substantially lower proportion (17 percent) of reported acts of violence: split sessions, districts classified as suburban or as suburban-rural, districts of high socio-economic status and schools with average class size of less than 17. A substantially higher percentage of reported acts of violence (above 40 percent) occurred in schools operating at between 86 and 95 percent of rated capacity of enrollment.

In the elementary schools responding, the variables of stability of enrollment and enrollment size did not demonstrate substantial variation above or below the general finding of an average of one reported act of violence in a school per year.

Buildings

Violence in the elementary schools occurred almost as often (27 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. Percentage of violence outside the classroom but in the building dropped substantially (to 17 percent) in schools with enrollments below 200 students, in districts classified as middle to high socio-economic status and operating with an average class size below 19 students.

Categories of the variables of community type, stability of enrollment, rated capacity of enrollment and split sessions showed no appreciable deviation from the general finding in elementary schools for proportion of reported violence that occurred outside the classroom, but in the building.

Outside the School Building

Forty-four percent of all reported acts of violence occurred somewhere outside the school building. Yet schools with enrollments of 800 or more which have already been cited as having the highest rates of violence had a sharply lower (33 percent) proportion of reported acts of violence occur outside the school building.

The 44 percent of total reported acts of violence outside of the school building increased sharply to more than 55 percent in schools where seven categories of the variables prevailed. These were: average class size below 20 students, rated enrollment capacity of between 86 percent and 95 percent, split sessions, schools in suburban and suburban-rural districts, districts of middle to high socio-economic status.

Only within the variable of stability of enrollment, was no deviation from the general finding for proportion of violence outside the building not found.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for only two percent of the total volume of reported acts of violence in the responding elementary schools. This low rate prevailed throughout all 27 categories, i.e., did not increase nor decrease substantially under all possible educational and demographic conditions.

Robberies

Robberies were 14 percent of all reported acts of violence. The 14 percent dropped sharply, reaching a low of 8 percent, in schools classified as follows: in districts classified as suburban, suburban-rural and rural, in schools with Rated Enrollment Capacity above 100 percent, in schools experiencing rapid growth and in schools with an average class size of less than 19 students.

But robberies were of a substantially greater proportion (more than 19 percent of total reported violence) in schools in districts classified as: urban-suburban, uncertain of enrollment stability. The 14 percent rate of robberies was not affected in elementary schools by the socio-economic status of the district or the school's use of split sessions or enrollment size.

Assaults

Assaults were the most common and frequent acts of violence reported in the survey accounting for 70 percent of all reported violence.

The 70 percent rate held steady for all categories of variables, i.e., the frequency of assaults was not affected by educational and administrative distinctions and peculiarities of particular districts.

Weapons Possession

Cases of weapons possession represented nine percent of total reported acts of violence. But weapons possession accounted for a substantially lower proportion of reported violence (only 6 percent) in schools classified as: being in high socio-economic districts and in rural districts.

When any of the following characteristics marked a school, weapons possession rose substantially to more than 12 percent of reported total violence: urban-suburban district, split sessions, steadily declining enrollment. The proportion of weapons possession was not affected by: size of enrollment, rated enrollment capacity, class size.

Drug Abuse

Drug abuse accounted for only three percent of all reported violence in the survey period.

The percentage of drug abuse doubled, i.e., jumped from two percent to four percent of total reported violence in schools in districts that were: suburban, suburban-rural, classified as having high socio-economic status, operating with an average class size above 27 students. Split sessions, enrollment stability, percent of rated enrollment capacity and size of enrollment were not associated with any substantial rise or decline from the three percent general figure for drug abuse in all reporting schools.

Alcohol Abuse

Only two percent of all acts of violence in the survey period were cases of alcohol abuse. But the two percent rate increased 100 percent to four percent of reported violence in districts classified as: suburban and suburban-rural, having high socio-economic status, having middle to high socio-economic status.

The general finding that alcohol abuse was two percent of the problem of total elementary school violence was not affected by such factors as rated enrollment capacity, stability of enrollment, size of enrollment, class size or split sessions. Under these latter conditions, the rate did not deviate from two percent.

UNREPORTED VIOLENCE

Unreported violence did not mean known instances of violence that the reporting principals were unwilling to report in the survey. Elementary principals reporting in the survey estimated that 48 percent of all acts of violence occurring at schools or in school-related activities had not been reported.

In schools experiencing rapid enrollment growth, more reporting was done on violence in general. Principals of these schools estimating that only 36 percent of violent activity escaped official notice and recording.

But in districts classified as suburban-rural and in schools with split sessions, far more violence (60 percent) was suspected by the principals to have gone unreported.

The general finding of 48 percent rate of unreported acts of violence prevailed and was not changed by such factors as the socio-economic status of the district or the rated capacity of enrollment, size of enrollment or average class size of the school.

PART II

SPECIFIC FINDINGS FOR MIDDLE/JUNIOR HIGH SCHOOLS

Extent of Reported Violence

In the middle/junior high schools from which principals responded, an average of 13 reported acts of violence were indicated to have occurred during the period under study.

It was found that a substantially larger number of reported violent acts (i.e., more than 20 incidents on the average per school) occurred in middle/junior high schools with the following characteristics: experiencing rapid growth, in districts classified as rural, operating at more than 100 percent of rated capacity of enrollment, having a class size greater than 27 and on split sessions. A substantially higher number of reported acts of violence were also reported in the two middle/junior high schools responding that had more than 1600 students.

Analysis of the data revealed no substantial deviation above or below the general finding of 13 incidents per middle/junior high school within the categories of socio-economic status.

Locations of Violence - Classrooms

Of the 1,824 incidents of violence reported in the responding middle/junior high schools, about 23 percent occurred in classrooms. A substantially smaller percentage of reported violent acts (below 16 percent) occurred in classrooms in middle/junior high schools found to be operating under split sessions, within districts classified as urban-suburban and as rural, identified as relatively stable in enrollment, operating above 100 percent of rated capacity and with an enrollment between 400 and 799 students.

On the other hand, a substantially higher percentage of reported violent acts (above 30 percent) occurred in classrooms in schools found to be in districts classified as suburban, in districts classified as having a low socio-economic status and having a high socio-economic status, experiencing rapid growth and operating with an enrollment below 400 students.

Analysis of the categories of class size did not demonstrate any substantial deviations above or below the general finding for percent of reported violent acts occurring in classrooms. It should be noted, however, that of the 139 middle/junior high schools in the study only one indicated it had an average class size below 20 students.

Building

Twice as many incidents of violence had been reported elsewhere in the building as had been reported in classrooms. About 46 percent of all the reported acts of violence that occurred in the middle/junior high schools studied occurred not in classrooms but in the building; e.g., hallways, restrooms, etc. Schools classified in two of the 27 categories of the variables had a substantially smaller percentage (less than 33 percent) of reported violence occurred elsewhere in the building. Specifically, these were schools operating at below 76 percent of rated capacity and schools within districts classified as having low socio-economic status.

A large deviation above the general finding (more than 59 percent) for proportion of reported violence occurring in a building was not found in any of the 27 categories of the seven variables.

Outside

Nearly one-third (30 percent) of the total of all reported acts of violence in the middle/junior high schools occurred outside the school building. Schools operating with a rated capacity of enrollment between 76 and 85 percent had a substantially lower percentage of their total number of reported violent acts occur outside their buildings (below 22 percent).

Substantially large variation above the general finding of the proportion of reported violence that occurred outside was found in four of the 27 categories of the variables studied (more than 38 percent). These were in schools within districts classified as rural, within districts having low socio-economic status, operating at a rated capacity below 76 percent and for which principals were uncertain of the stability of enrollment.

Analysis of the categories within the variables of regular/split sessions, size of enrollment and class size revealed no substantial variation above or below the general finding for percentage of reported violent acts occurring outside the building.

REPORTED VIOLENCE

Sex Offenses

The general findings for middle/junior high schools studied revealed that of the total number of reported acts of violence, one percent were sex offenses. Examination of the number of reported sex offenses according to the 27 categories of the seven variables showed no substantial variation from the percent of reported acts of violence that were sex offenses. Sex offenses were not found to be more prevalent according to any of the variables studied for elementary schools.

Robberies

Generally, reported robberies in the responding middle/junior high schools constituted 15 percent of all reported acts of violence during the 12 month period studied. A substantially smaller percentage of total reported violent acts (below 11 percent) were found to be robberies in middle/junior high schools having the following characteristics: within districts classified as rural, within districts having a socio-economic status rated as low and as middle/high, operating with rated capacity of enrollment below 76 percent, on split sessions* experiencing rapid growth, relatively stable and in which principals were uncertain of the stability of their enrollment.

At the other end, a substantially larger percentage of the total reported violent acts (more than 17 percent) were found to be robberies in middle/junior high schools categorized as steadily declining in the stability of their enrollment, and in schools having an enrollment below 400 students.

Assaults

Generally, reported assaults in the responding middle/junior high schools comprised 58 percent of all reported acts of violence during the twelve month period studied. Assaults were the most frequently identified type of violence in the middle/junior high schools. A substantially lower proportion of (below 44 percent) reported violence was found to be assaults in middle/junior high schools in districts classified as urban centers and in schools operating at a rated capacity above 100 percent.

At the other extreme, a substantially greater proportion (about 72 percent) of all reported acts of violence were found to be assaults in schools within districts classified as rural. Two middle/junior high schools responding to the survey had enrollments above 1600 students. Each of these schools had a substantially higher percentage above the general finding of their violence reported as assaults.

Analysis of the categories of the variables of socio-economic status, regular/split sessions, enrollment and class size did not demonstrate any substantial deviation above or below the general finding for assaults.

Weapons Possession

Generally, reported cases of weapons possession in the responding middle/junior high schools represented eight percent of all reported acts of violence during the 12 month period under study. A substantially lower percentage (below five percent) of reported violence was weapons possession in schools within districts classified as rural, and experiencing rapid growth. The two middle/junior high schools with enrollment greater than 1,600 students also reported a substantially lower percentage of cases of weapons possession than in the general finding.

Alternately, a substantially greater proportion (above 11 percent) of reported violence was found to be cases of weapons possession in middle/junior high schools within districts classified as urban centers, within districts having a low socio-ecnomic status, operating under split sessions, in schools in which principals were uncertain of the stability of enrollment, operating below

*Because of the small number of middle/junior high schools responding who were on split sessions, caution should be taken in the drawing of any conclusions.

76 percent of their rated capacity of enrollment and with an enrollment between 800 and 1,599 students.

Analysis of the variable of class size revealed no substantial deviations above or below the general finding on cases of weapons possession.

Drug Abuse

Generally, reported cases of drug abuse in the responding middle/junior high comprised 13 percent of all reported acts of violence during the 12 month period. A substantially smaller proportion of the total reported violent acts were found to be cases of drug abuse in schools within districts classified as rural, in districts classified as having low socio-economic status, and operating below 76 percent of rated capacity. The two middle/junior high schools with more than 1,600 students also had a substantially lower proportion of reported violence identified as drug abuse, than the general finding for all middle/junior high schools.

On the other hand, a substantially larger percentage of the total reported violent acts (more than 16 percent) was found to be drug abuse in middle/junior high schools within districts classified urban suburban, operating above 100 percent of rated capacity of enrollment, on split sessions, experiencing with an enrollment between 800 and 1,599 students.

No substantial deviation in the proportion of reported violence classified as drug abuse was found within the categories of the variable of class size.

Alcohol Abuse

Generally, reported cases of alcohol abuse in the responding middle/junior high schools constituted eight percent of all reported acts of violence during the 12 month period studied. A substantially smaller proportion (less than 5 percent) of reported acts of violence were found to be cases of alcohol abuse in middle/junior high schools within districts classified as urban centers and as rural and within districts classified as having low socio-economic status.

At the other extreme, a substantially greater proportion (about 11 percent) of reported violent acts was found to be alcohol abuse in schools operating above 100 percent of rated capacity and below 76 percent of rated capacity.

Analysis of the categories of the variables of regular/split sessions, stability of enrollment, size of enrollment and class size demonstrated no substantial variation above or below the general finding for alcohol abuse in middle/junior high schools.

UNREPORTED VIOLENCE

Middle/Junior High School Principals reporting in the survey estimated that 44 percent of all acts of violence occurring at schools or in school-related activities had not been reported.

In middle/junior high schools in urban centers, in districts having low socio-economic status, operating at a rated capacity of enrollment below 76 percent, more reporting was done on violence in general. Principals of these schools estimated that only 31 percent of violent activity escaped official notice and recording. The two middle/junior high schools with enrollment above 1,600 students also estimated a substantially smaller percentage below the general finding of violence having been unreported.

But in schools with split sessions, far more violence (above 60 percent) was suspected by the principals to have gone unreported.

The general finding of 44 percent rate of unreported acts of violence prevailed and was not changed by average class size of the school.

PART III

SPECIFIC FINDINGS FOR SECONDARY SCHOOLS

Extent of Reported Violence

In the secondary schools from which principals responded, an average of 22 reported acts of violence were indicated to have occurred per school during the period under study.

The highest incidence of violence (an average of more than 28 acts per secondary school) was found in schools with one or more of the following characteristics: in districts classified as urban centers, in districts classified as having low socio-economic status, operating at more than 100 percent of rated enrollment capacity, using split sessions, experiencing rapid growth, having more than 1,600 students and an average class size greater than 27.

The lowest incidence of violence (less than 15 incidents per secondary school responding) occurred in schools where the following conditions prevailed: in urban-suburban districts and an average class size below 19.

None of the variables were without at least one category that revealed substantial differences above or below the average of 22 reported acts of violence per school.

Following, is an analysis of reported violence in secondary schools responding by precise and approximate locations.

Classroom

Fourteen percent of all reported incidents of violence occurred in classrooms in the responding secondary schools. Yet in schools with the following variables, the classrooms were the site of a substantially lower proportion (less than 10 percent) of reported acts of violence: rated capacities of enrollment between 86 and 95 percent, and over 100 percent, experiencing rapid growth, steady decline, relatively stable, and with an average class size below 19.

A substantially higher proportion of reported acts of violence (above 18 percent) was not found to occur in classrooms in secondary schools according to any of the 27 categories of the seven variables studied.

Buildings

Violence in the responding secondary schools occurred more than three times as frequently (48 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. Percentage of violence outside the classroom but in the building dropped dramatically (below 33 percent) in schools seen by their principals to be experiencing rapid growth, steady decline or relative stability in enrollment.

A substantially larger proportion (more than 62 percent) of reported violence was found to have occurred in secondary school buildings that were located in districts of low socio-economic status.

Outside the School Building

Twenty-nine percent of all reported acts of violence occurred somewhere outside the school building. Yet secondary schools in urban centers, in districts having low socio-economic status, experiencing rapid growth, steady decline or relative stability, had a sharply lower proportion (below 20 percent) of reported acts of violence occurring outside the school building.

The proportion of total reported acts of violence outside of the school building increased sharply to more than 37 percent in secondary schools where average class size was below 20 students.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for one percent of the total volume of reported acts of violence. This rate prevailed throughout all 27 categories, with no incidents of reported sex offenses occurring in schools with an average class size below 20.

Robberies

Robberies comprised eight percent of all reported acts of violence in the responding secondary schools. The eight percent dropped (below 6 percent) in secondary schools classified as rural and in districts of low to middle socio-economic status.

But robberies constituted a larger proportion (above 10 percent) in secondary schools in districts classified as urban centers and as suburban, in districts with a socio-economic status rated as low, as middle to high and also as high, operating at a rated capacity of enrollment between 96 and 100 percent, operating on regular sessions, experiencing steady decline in enrollment, relative stability of enrollment, having enrollment between 800 and 1,599 students and with an average class size below 26.

Assaults

Assaults were the most frequent acts of violence reported from the responding secondary schools accounting for 33 percent of all reported violence.

The proportion of reported violence that was assaults dropped dramatically (below 23 percent) in responding secondary schools in districts of high socio-economic status, operating at a rated capacity of enrollment between 76 and 85 percent and with an average class size below 20. Assaults increased substantially in proportion (above 42 percent) in the responding secondary schools in urban centers, in districts of low to middle socio-economic status and with enrollment between 400 and 799.

The variables of split sessions and stability of enrollment did not demonstrate any substantial deviation from the general finding for the proportion of total reported violent acts that were assaults in the secondary schools studied.

Weapons Possession

Cases of Weapons Possession represented seven percent of total reported acts of violence in the responding secondary schools. But weapons possession accounted for a smaller proportion (less than 5 percent) of reported violence in secondary schools on split sessions, with enrollment between 400 and 799, and with an average class size below 20.

In responding secondary schools in districts classified as having a low socio-economic status, weapons possession increased to more than nine percent of reported total violence.

There were no substantial deviations above or below the general finding for reported cases of weapons possession in the responding secondary schools when examined against the variables of community type, rated capacity of enrollment and stability of enrollment.

Drug Abuse

Cases of reported drug abuse accounted for almost as much of the reported violence in the responding secondary schools as did assaults. Cases of drug abuse represented 30 percent of all reported violence in the secondary schools studied.

Responding secondary schools had a substantially smaller proportion (below 27 percent) of their reported violence identified as drug abuse when the schools were marked by the following characteristics: in districts classified as urban centers and as suburban, in districts classified as having a low to middle socio-economic status, and operating with an enrollment between 400 and 799 students.

The proportion of reported violence that was drug abuse increased substantially (above 39 percent) in secondary schools operating at a rated capacity of enrollment between 76 and 85 percent, experiencing rapid growth and having an average class size below 20 students.

There were no substantial deviations above or below the general finding for reported cases of drug abuse in the responding secondary schools when examined against the variables of split and regular sessions.

Alcohol Abuse

Reported cases of alcohol abuse ranked third behind assaults and drug abuse in its proportion of the total reported violence in the responding secondary schools. Alcohol abuse represented 17 percent of all reported violence in the secondary schools for which data was collected.

A marked drop in reported cases of alcohol abuse (below 12 percent) occurred in secondary schools characterized as being in urban centers and being in districts classified as having low socio-economic status.

Cases of alcohol abuse rose dramatically in their proportion of total violence (above 22 percent) when secondary schools were found to be located in suburban-rural districts, in districts classified as having middle to high socio-economic status and operating on split sessions.

Substantial variations from the general finding of the proportion of total reported violence represented by alcohol abuse were not found in examination of the variables of stability of enrollment, rated capacity of enrollment, size of enrollment and class size.

UNREPORTED VIOLENCE

Secondary school principals responding to the survey estimated that 60 percent of all acts of violence occurring in school or at school-related activities had not been reported. No substantial deviation occurred from this general finding on the extent of estimated unreported violence within any of the categories of the seven variables studied.

PART IV

SPECIFIC FINDINGS
FOR VOCATIONAL SCHOOLS

Extent of Reported Violence

Principals from the responding vocational schools indicated an average of 11 reported acts of violence per school during the June, 1976 to May, 1977 survey period. Throughout this analysis, it should be kept in mind that the variables of community type and socio-economic status did not apply to the vocational school population. It should also be noted that the category of steady decline in the variable of stability of enrollment and the category of average class size greater than 27 within the class size variable had only one school reporting and, therefore, were not used in the analysis.

The highest incidence of violence (an average of more than 15 acts per school) was found in responding vocational schools with the following characteristics: operating at between 96 and 100 percent of rated enrollment capacity and with an enrollment below 200 students.

The lowest incidence of violence (less than 7 incidents per school) occurred in responding vocational schools where enrollment was between 200 and 399 students.

There was no substantial deviation from the general finding of an average of 11 reported acts of violence per responding vocational schools when the information from these schools was analyzed against the categories of the following variables: split sessions, stability of enrollment and average class size.

Following is an analysis of reported violence in the responding vocational schools by approximate locations of the reported incidents.

Classroom

Thirty-one percent of all reported incidents of violence in the responding vocational schools occurred in classrooms. In vocational schools with enrollment between 200 and 399, the classrooms were the site of only 12 percent of reported acts of violence. A substantially higher percentage of reported acts of violence (above 42 percent) occurred in the responding vocational schools operating on split sessions.

There were no substantial deviations from the general finding for responding vocational schools for the proportion of violence reported to have occurred in classrooms when the information from the schools was analyzed according to the variable of rated capacity of enrollment.

Buildings

Violence in the responding vocational schools occurred as often (31 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. In responding vocational schools having an enrollment between 200 and 399 students, a substantially higher proportion (more than 44 percent) of reported violence occurred outside the classrooms but in the building.

No substantial deviations from the general finding for the proportion of violence reported to have occurred in buildings but outside classrooms were demonstrated when the data were analyzed in terms of the variables of rated capacity of enrollment, split sessions, stability of enrollment and class size.

Outside the School Building

Twenty-six percent of all reported acts of violence occurred somewhere outside the responding vocational school buildings. Vocational schools operating at a rated capacity of enrollment between 86 and 95 percent demonstrated the highest rate of violence (47 percent.) A substantially smaller proportion of reported violence occurred outside vocational schools that were operating above 100 percent of rated capacity of enrollment.

Substantial deviations above or below the general finding for proportion of total violence occurring outside the responding vocational schools were not found when the data from these schools were analyzed against the categories of the following variables: split sessions, stability of enrollment, size of enrollment and average class size.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for only two percent of the total volume of reported acts of violence in the responding vocational schools. A substantially greater proportion of reported violence was found to be sex offenses in responding vocational schools that were operating about 100 percent of rated capacity of enrollment and with enrollments between 400 and 799 students.

No instances of sex offenses were indicated in responding vocational schools that were operating between 86 and 95 percent of their rated capacities of enrollment, operating with enrollments below 400 students and having an average class size below 20 students.

Within the variables of split sessions and stability of enrollment, no substantial deviations were demonstrated from the general finding of the proportion of total reported violence that was classified as sex offense.

Robberies

Robberies were eight percent of all reported acts of violence in the responding vocational schools. The eight percent dropped sharply (below 5 percent) in vocational schools classified as follows: in schools with rated enrollment capacity between 86 and 95 percent and above 100 percent, experiencing rapid growth and having an enrollment greater than 800 students.

But robberies constituted a substantially larger proportion of reported violence (more than 11 percent) in vocational schools that were operating between 96 and 100 percent of rated capacity of enrollment. Split sessions and average class size were two variables that did not demonstrate any substantial deviation from the general finding of the proportion of total reported violence that was robbery.

Assaults

Assaults were the most frequent acts of violence reported in the responding vocational schools accounting for 48 percent of all reported violence.

Responding vocational schools operating on regular sessions, experiencing rapid growth and having an enrollment below 200 students expressed substantially greater proportions (above 64 percent) of reported violence to be assaults.

Rated capacity of enrollment and average class size were two variables that did not deviate substantially from the general finding of the proportion of total reported violence that was assault.

Weapons Possession

Cases of weapons possession represented seven percent of total reported acts of violence in the responding vocational schools. But weapons possession accounted for substantially less (below 4 percent) of reported violence in vocational schools that were operating above 100 percent of rated capacity and had enrollments larger than 800 students.

When the responding vocational schools were operating below 85 percent of rated capacity of enrollment, weapons possession shot up substantially (above 10 percent) in the proportion of total violence represented.

Split sessions, stability of enrollment and average class size demonstrated no substantial variations on the proportion of reported violence in the responding vocational schools that was weapons possession.

Drug Abuse

Instances of reported drug abuse comprised 29 percent of the reported violence in the responding vocational schools. Substantially lower proportions of violence were reported below this general finding (below 19 percent) in responding vocational schools that were operating between 96 and 100 percent of rated capacity of enrollment, on regular sessions, experiencing rapid growth and with an enrollment below 200 students. No instances of reported drug abuse had been indicated in vocational schools classified as relatively stable in their enrollment.

However, responding vocational schools that were operating with enrollments above 800 students expressed a substantially higher proportion of reported violence as drug abuse (above 39 percent.)

Only within the variable of average class size was no substantial variation found from the general finding of the proportion of reported violence in responding vocational schools that was drug abuse.

Alcohol Abuse

Cases of reported alcohol abuse were the second least frequent type of violence identified in the responding vocational schools, accounting for only 6 percent of all reported violence. In responding vocational schools operating above 100 percent of rated capacity of enrollment and below a 200 student enrollment, a substantially smaller proportion (below 4 percent) of total reported violence was identified as alcohol abuse.

Responding vocational schools that were operating at a rated capacity between 86 and 95 percent and with a student enrollment between 200 and 399 students, had substantially larger proportions (above 8 percent) of total violenc identified as cases of alcohol abuse.

Within the variables of stability of enrollment and average class size, no substantial deviation was found from the 6 percent general finding of total violence in responding vocational schools identified as alcohol abuse.

UNREPORTED VIOLENCE

Responding vocational school principals noted that they believed 68 percent of all acts of violence occurring in school or at school-related activities had gone unreported.

Substantially larger proportions of violence was believed to have been reported in responding vocational schools that were operating at a rated capacity of enrollment between 96 and 100 percent, and with student enrollments below 200 and above 800.

The variables of class size and stability of enrollment demonstrated no substantial differences from the general finding of 68 percent of all violence in the responding vocational schools estimated to have gone unreported.

CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS RESULTING FROM THE SCHOOL VIOLENCE SURVEY

EXTENT OF VIOLENCE

The extent of violence reported in the public schools during the period of the survey increased from an average of four incidents per year per elementary school to thirteen per year per middle/junior high school, to 22 per year per secondary school. Obviously, the secondary schools studied faced acts of violence twice as frequently as did the middle/junior high schools studied. Middle/junior high schools studied, on the other hand, faced acts of violence three times more frequently than the elementary schools studied. It is the conclusion of the Committee that the greatest extent of violence occurred in the secondary schools responding to the survey.

The Committee recommends that boards of education with secondary schools establish as a high priority an investigation and promulgation of means to combat violence in their schools.

Increased incidence of violence above that generally found in the responding elementary schools was associated in the survey with schools near, at, or above certain physical and administrative limits at which the problems of administration and classroom management grow more complex and difficult. These limits can be viewed as zones where conditions favoring or encouraging violence appear to grow stronger. The survey indicates that these limits for responding elementary schools are: enrollment above 800 students, enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. The survey also revealed that responding elementary schools experienced higher incidents of violence when the communities in which they existed demonstrated certain characteristics. The community characteristics associated with higher incidents of violence in elementary schools were urban center communities, rural communities and communities classified as having low socio-economic status.

Responding elementary schools in or near these danger zones should look for insight into elementary schools that were located in urban-suburban, suburban and suburban-rural settings, in districts classified as having high socio-economic status. Elementary schools experiencing a steadily declining enrollment, as well as schools with an enrollment below 200 students, might also reveal insights into reducing the potential for violence.

For the responding middle/junior high schools, the survey indicates that the danger zones are: enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. Community characteristics associated with higher incidents of violence in middle/junior high schools were that of being a rural community and that of experiencing a rapid growth of enrollment.

For responding secondary schools, the survey indicates that the danger zones are: enrollment above 1,600 students, enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. Community characteristics associated with higher incidents of violence in secondary schools were urban center communities, communities classified as having low socio-economic status, and experiencing rapid growth of enrollment.

Responding secondary schools in or near these danger zones should look for suggestions for decreasing the potential violence in their schools by examining secondary schools in urban-suburban setting and secondary schools having an average class size below 20.

For responding vocational schools, the survey indicates that the danger zones are: enrollment below 200 students and an enrollment between 96 and 100 percent of rated capacity. Responding vocational schools in or near these danger zones should look for insight into vocational schools that have an average enrollment of between 200 and 399 students.

It appears safe to conclude that principals, superintendents, and members of boards of education should keep a critical eye out for evidence of movement by schools in their respective districts toward one or more of these limits. Depending upon the individual district and school, these officials may find it necessary and wise to take action to prevent or retard movement toward these danger zones.

Where schools are influenced by variables over which administrators and boards of education have no control, i.e., such factors as stability of enrollment, wealth or poverty of the district, and type of community, to the extent that these factors are associated with high rates and incidence of violence, further analysis might profitably be made of districts with similar educationally unmanageable external conditions, yet which have little violence, to learn, if possible, how such districts keep violence at a minimum.

Elementary school officials in communities classified as urban centers, rural, or as having low socio-economic status, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students.

Middle/junior high school officials in communities classified as rural or experiencing rapid growth of enrollment, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students.

Secondary school officials in communities classified as urban centers, having low socio-economic status, or having rapid enrollment growth, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students. Specifically, secondary schools in urban-suburban districts and secondary schools with an average class size below 20, should be examined to determine if any conditions exist which may be transferable to their schools.

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LOCATIONS OF VIOLENCE

Elementary schools responding to the survey were found to have an average of one reported incident per school year occur in a classroom. In the middle/junior high schools studied, an average of three reported violent acts occurred per year in a classroom. The same number of reported violent acts, three per year, were indicated to have occurred in classrooms in the secondary schools responding. The Committee concluded that there was no substantial difference according to grade level in the number of violent acts reported to have occurred in classrooms during the time of the survey. The Committee recommends, however, that boards of education take appropriate action to enable administrators and teachers to respond quickly in dealing with classroom violence.

With respect to an inordinate proportion of violence occurring in classrooms in the responding elementary schools, it is suggested that some strategies for reducing violence may be gleaned from elementary schools in suburban and suburban-rural settings, in high socio-economic districts, as well as those on split sessions and having an average class size below 20 students. Specifically, responding elementary schools with a rated capacity of enrollment between 86 and 95 percent would profit from such an examination, since responding elementary schools with this characteristic had a high proportion of their reported violence occur in classrooms.

In the responding middle/junior high schools, insight into decreasing the potential for violence could be gained from an examination of middle/junior high schools in rural settings, operating at a rated capacity of enrollment over 100%, on split sessions and having an enrollment between 400 and 799 students. Specifically, responding middle/junior high schools would profit most if they examined schools in a suburban setting, operating between 96 and 100%, in districts experiencing rapid growth and having an enrollment of below 400 students.

Classroom violence was not found to be disproportionately higher within any of the categories of the seven variables studied for responding secondary schools. Perhaps, however, the general amount of violence in secondary classrooms could be decreased if programs, staff deployment and architecture are studied in responding secondary schools which experienced unusually low amounts of violence. These were secondary schools that were operating at 86 to 95 percent of rated capacity of enrollment, as well as those operating above 100 percent of rated capacity of enrollment, experiencing rapid growth of enrollment, or steady decline or even experiencing relative stability of enrollment, and operating with an average class size below 20 students.

Responding vocational schools operating on split sessions might profit in a decrease in classroom violence, if some time were given to examining how vocational schools with enrollments below 400 students operate.

Violence outside the classroom was found to be the most extensive problem in all grade levels of schools surveyed. Vocational schools indicated that two-thirds of all reported violence occurred outside the classroom. Middle/junior high schools and elementary schools indicated that three-quarters of all reported violence occurred outside the classroom and secondary schools indicated that four-fifths of all reported violence occurred outside the classroom.

Building violence outside the classroom in elementary schools may be decreased if discernable effective programs, staff deployment or architectural differences can be identified in those responding elementary schools that had unusually low amounts of building violence. These were elementary schools that were located in districts classified as having a middle to high socio-economic status, operating with an enrollment below 200 students and having an average class size below 20 students.

As in the responding elementary schools, building violence outside the classroom in the responding middle/vocational schools was not found to be disoportionately higher within any of the categories of the variables studied. Responding middle/junior high schools worth studying for possible insights into means of decreasing building violence were those in districts classified as having a low socio-economic status and operating below 76 percent of rated capacity of enrollment.

The exact opposite situations was found to be the case, however, in responding secondary schools that were located in districts classified as having low socio-economic status. These secondary schools experienced the highest amount of building violence outside the classroom. While it can be argued that such schools might profit from examining the programs, staff deployment and architecture of any other type of secondary schools, perhaps the most significant improvement would result from an examination of secondary schools that experienced rapid growth of enrollment, as well as steady decline. Even responding secondary schools responding to the survey that were described as having a relatively stable enrollment might offer ideas for decreasing violence.

Vocational schools with an enrollment below 400 but above 200 students, while having a low incidence of classroom violence, surprisingly revealed the highest amount of building violence outside the classroom. Examination of the other categories of the variables for vocational schools responding did not reveal any characteristics associated with unusually low amounts of violence in buildings but outside classrooms. It would seem likely to speculate however, that some profitable suggestions would develop for the responding vocational schools that had enrollment between 200 and 400 students, if they examined the schools in situations different from their own.

It was further discovered that reported violence outside the classroom occurred outside the building in two out of every three cases in elementary schools surveyed, but shifted to two out of every three cases inside the building in middle/junior high schools and secondary schools. Vocational schools indicated equal proportions of violence outside the classroom, but in the building, and outside the building.

In the responding elementary schools, disproportionate amounts of violence were reported to have occurred outside the school building when associated with any of the following six categories: located in suburban and suburban-rural settings, located in districts classified as having a middle to high socio-economic status, operating buildings at a rated capacity of enrollment between 76 and 85 percent, operating on split sessions and having an average class size below 20. Schools associated with these characteristics would be examining districts in different settings and especially schools with an enrollment greater than 800 students to determine program, staff deployment and architectural differences which could enhance a reduction of violence.

Several characteristics were also associated with high proportions of violence outside the school building in the responding middle/junior high schools. These were rural setting, districts classified as having a low socio-economic status and operation below 76 percent of rated capacity of enrollment. Middle/ junior high schools with enrollment between 76 and 85 percent of rated capacity of enrollment may hold some clues to effective reduction of violence outside the middle/junior high schools.

Only in responding secondary schools operating with an average class size below 20 students, was there a disproportionately higher incidence of reported violence outside the building. It appears that some relief might be gained from outside violence by thorough examination of secondary schools in urban center settings, in low socio-economic districts, experiencing rapid growth in enrollment or steady decline and even those with a relatively stable enrollment.

Responding vocational schools with a rated capacity of enrollment between 86 and 95 percent, demonstrated a disproportionately high amount of violence outside their respective school buildings. Some ideas for reducing outside violence might be gleaned from vocational schools that were operating at a rated capacity of enrollment beyond 100 percent.

The Committee concluded that the greatest frequency of school related violence in the schools responding to the survey occurred outside the classroom and that in middle/junior high schools and secondary schools the greatest frequency of violent acts occurred outside the classroom, but elsewhere in the building.

It appears safe to state that students in classrooms were in a more orderly environment with active student supervision than when they were outside classrooms and therefore, less prone to acts of violence.

Local boards of education are urged to examine the arrangements in each of their schools relating to student supervision outside the classroom and outside the building. The Committee is compelled to take this opportunity to recognize that the presence of a teacher apparently diminishes the potential for violence. The Committee recommends that all boards of education investigate and provide various means for enhancing student supervision and order to activities outside the classroom. Boards of education governing elementary schools should pay special attention to supervision and activities outside the school, those with middle/junior high schools and secondary schools should pay special attention to supervision and activities inside the building but outside the classroom. These recommendations are not meant to suggest adherence to a strict order for classroom transfer, playground and lunchroom activity. They are meant to suggest, however, that the absence of any semblance of order or active student supervision could very likely increase the potential for violence.

TYPES OF VIOLENCE

In all schools responding to the survey, reported assaults were found to be the most frequently indicated type of violence. Assaults were defined as the intentional causing of physical injury (impairment of physical condition or substantial pain) to another person, with or without a weapon or dangerous instrument.

Analysis of the categories of the variables studied for the responding elementary schools, did not reveal characteristics associated with any schools that would make them desireable subjects of a study to identify means for reducing the proportion of assaults in elementary schools.

Middle/junior high schools in rural settings had a disproportionate amount of assaults reported. These schools might profit in a comparison of their schools in programs, staff deployment and architecture with middle/junior high schools in urban center settings and operating with a rated capacity of enrollment beyond 100 percent. Middle/junior high schools responding to the survey had a disproportionate amount of violence occur outside the building and an unusually low proportion of violence occur in classrooms. Middle/junior high schools in rural settings, should, therefore, examine what they can be doing to decrease the potential for violence outside their buildings.

Assaults in the responding secondary schools appeared to be a much greater problem in secondary schools that were in urban center settings, that were located in districts with a low to middle socio-economic status and that were operating with an enrollment between 400 and 799 students. These schools might find some relief in examining the programs, staff deployment and architecture of secondary schools that were operating at a rated capacity of enrollment between 76 and 85 percent and that were operating with an average class size below 20.

Responding vocational schools operating on regular sessions, experiencing rapid growth of enrollment and operating with an enrollment below 200 students, might find ways to decrease the proportion of assaults in their schools by closely examining the program, staff deployment, and architecture of vocational schools with characteristics different from their own.

Sex offenses were found to be the least frequently reported act of violence in all grade levels of schools responding. This cannot suggest, however, that sexual attacks are so infrequent that school officials should not be prepared to handle them or be working to prevent them.

Responding vocational schools had both the least frequent and most frequent reports of sex offenses. Sex offenses in vocational schools operating at a rated capacity of enrollment beyond 100 percent and with enrollment between 400 and 799 students, might be decreased through a comparison of programs, staff deployment and architecture in vocational schools that operated with a rated capacity of enrollment between 86 and 95 percent, had enrollments below 400 students, and operated with an average class size below 20 students.

While assaults were the most frequently reported violent act in elementary, middle/junior high, secondary and vocational schools, drug and alcohol abuse increased in occurrence in middle/junior high schools. Further, in secondary schools responding to the survey, incidents of drug abuse were reported to school officials almost as frequently as assaults with cases of alcohol abuse not too far behind.

Even though the proportion of reported drug abuse was comparatively small in the responding elementary schools, officials in elementary schools that were in suburban-rural settings and suburban settings, as well as those in districts classified as having high socio-economic status and operating with an average class size greater than 27, should be searching for means to reduce the higher proportions of violence found in their schools.

Responding middle/junior high schools in suburban settings, operating at a rated capacity of enrollment beyond 100 percent, operating on split sessions, experiencing a steady decline in enrollment and having an enrollment between 800 and 1600 students, should be searching for means to decrease drug abuse in their schools. Some insights might be obtained by studying the program, staff deployment and architecture of middle/junior high schools that were located in districts classified as having a low or a low to middle socio-economic status and operating at a rated capacity of enrollment below 76 percent.

Operation at a rated capacity of enrollment between 76 and 85 percent, rapidly growing enrollment and an average class size below 20 were characteristics of responding secondary schools associated with disproportionate amounts of drug abuse. Recommendations for dealing with these larger proportions of drug abuse might be gleaned from secondary schools found in urban center or suburban settings, located in districts classified as having a low to middle socio-economic status and operating with an enrollment between 400 and 799 students.

Only vocational schools responding to the survey with enrollments greater than 800, demonstrated an inordinate amount of drug abuse. Officials from these schools should look for clues to reduce drug abuse through comparisons of vocational schools operating at between 96 and 100 percent of the rated capacity of enrollment, operating on regular sessions, experiencing rapid growth of relative stability, as well as with an enrollment below 200 students.

With respect to reported incidences of alcohol abuse in elementary schools responding to the survey, officials in schools with the following characteristics should be searching for ways to decrease the cases of alcohol abuse: located in suburban-rural and suburban settings, located in districts classified as having a middle to high and a high socio-economic status.

Responding middle/junior high schools with disproportionate amounts of alcohol abuse, that is, those operating at a rated capacity of enrollment below 76 percent and above 100 percent, should be looking for possible ideas to decrease alcohol abuse in middle/junior high schools located in urban center and rural settings, located in districts classified as having a low socio-economic status, and operating with an enrollment below 400.

Proposals for decreasing the proportion of alcohol abuse in secondary schools located in suburban-rural settings, in districts with a middle to high socio-economic status and on split sessions, might be obtained by examining secondary schools in urban center settings and in districts classified as having a low socio-economic status.

Alcohol abuse in responding vocational schools operating at between 86 and 95 percent of rated capacity of enrollment and with enrollments between 200 and 399 students, might be decreased through an analysis of vocational schools operating at more than 100 percent of rated capacity of enrollment and with less than 200 students.

The percentage of reported violent acts that were identified as robbery and weapons possession remained roughly proportionate in vocational, secondary, middle/junior high and elementary schools responding to the survey.

In the responding elementary schools, weapons possession should be addressed in schools in urban-suburban settings, on split sessions and experiencing a steady decline in enrollment. Some ideas for reducing weapons possession in these elementary schools might be gleaned from a study of elementary schools in rural settings and in districts classified as having a high socio-economic status.

Weapons possession appeared to be a problem in responding middle/junior high schools that were characterized as being in an urban center setting, in districts classified as having a low socio-economic status, operating below 76 percent of rated cpaacity of enrollment, operating on split sessions and that had an enrollment between 800 and 1599 students. Since responding middle/junior high schools in rural settings had an unusually small proportion of weapons possession, an examination of their operations might yield some ideas for curbing weapons possession in those schools with disproportionately more cases.

Only in responding secondary schools that were classified as being in districts identified as having a low socio-economic status was weapons possession unusually high in its proportion of appearance. Some ideas for decreasing cases of weapons possession might be obtained from a comparison to secondary schools on split sessions, operating with enrollments between 400 and 799 students and with an average class size below 20.

Vocational schools responding to the survey, revealed weapons possession to be more of a problem in schools operating at a rated capacity of enrollment below 85 percent. A comparison of operations with vocational school operating at more than 100 percent of rated capacity of enrollment and with more than 800 students could reveal some strategies for reducing the cases of weapons possession.

Robberies in elementary schools responding to the survey were found to be more of a problem in urban-suburban settings. An examination of elementary schools in suburban, suburban-rural, rural settings, as well as those operating above 100 percent of rated capacity of enrollment, experiencing rapid growth of enrollment and with an average class size below 20, could reveal strategies for reducing the extent of robberies.

Middle/junior high schools experiencing a steady decline in enrollment and operaing with an enrollment below 400 students, should look to middle/junior high schools in rural settings, in districts classified as having low socio-economic status and a middle to high socio-economic status, operating below 76 percent of rated capacity of enrollment, on regular sessions, experiencing rapid growth of enrollment, or relatively stable in enrollment, with enrollments between 400 and 799 students and with an average class size greater than 27, for ideas to effectively reduce the potential for robbery.

Strategies for reducing robberies in secondary schools may be obtained from an analysis of schools in rural settings and in districts classified as having a low to middle socio-economic status. Robberies were a larger problem in responding secondary schools with the following characteristics: located in urban centers and suburban settings, in districts classified as having a low, or middle to high or high socio-economic status, operating between 96 and 100 percent of rated capacity of enrollment, on regular sessions, experiencing a steady decline in enrollment or relatively stable, with enrollments between 800 and 1599 students, and with an average class size below 27.

Robberies in responding vocational schools appeared to be more of a problem in schools operating between 96 and 100 percent of their rated capacity of enrollment. Suggestions for reducing robberies might be gleaned through a comparison of programs, staff deployment, architecture of vocational schools operating at between 86 and 95 percent of rated capacity of enrollment, over 100 percent of rated capacity of enrollment, experiencing rapid growth in enrollment, and having an enrollment above 800 students.

Upon reviewing these findings and conclusions, the Committee must recommend that local boards of education actively work to assure in their schools curricula and atmosphere which promote the basic tenets of the socialization process. That is, boards of education should be calling upon their administrators, teachers and support staff, to not only instruct students, but to promote by example as well, (1) methods of harmonious conflict resolution, (2) respect for others, (3) enhancement of self-esteem and self-worth, and (4) respect for the property of others.

UNREPORTED INCIDENTS

In the responding elementary, middle/junior high, secondary and vocational schools, the principals suspected that at least as much violence was unreported to school officials as was reported during the time of the study. The Committee must conclude that if half of all violence was not reported, school officials could not adequately respond to all the ramifications of violence nor could they adequately work toward diminishing the potential for violence in schools or at school related activities. It is recommended, therefore, that local boards of education use appropriate means to encourage students, teachers, and others who may be victims of violence to report such actions to school officials.

RELATED FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Six questions, common to all schools surveyed, were asked in the last part of the School Violence Survey. These questions addressed the presence of record-keeping, procedures for reporting and dealing with incidents of violence, preparation of administrators, perceived change in frequency of violent acts, and innovations to reduce violence.

RECORD-KEEPING

To the first question, 25 percent of the responding principals (351) stated that neither they nor members of their staff maintained records of the number and type of violent acts committed at their schools. Another four percent (57) did not respond to this question. It was concluded that in nearly three of every ten schools from which principals responded, records were not kept of acts of violence at the time of the survey. The Committee cautions that in some instances there may have been no acts of violence to record. Unfortunately, other data collected tends to cast considerable doubt on the possibility of no violence in a school. The Committee questions the reliability of depending on memory for assessing the needs of a school in handling and preventing violence.

The Committee urges local school boards to inquire as to the existence and nature of record-keeping and, in the absence of such, adopt policy requiring record-keeping of acts of violence in order to make judgments as to the future handling and prevention of violence.

POLICIES FOR REPORTING TO POLICE, PARENTS, SUPERINTENDENT

While nearly three of every ten of the responding principals had not kept records of violent acts committed at their schools, only twelve percent (168) reported that their districts had not established policies related to procedures for reporting violent acts to police, parents, or superintendent. However, another six percent (90) indicated that they were uncertain as to the existence of such policies and another two percent (26) did not respond to the question. It is the conclusion of the Committee that nearly one of every five of the responding principals was not working with the knowledge of a formal policy to guide him or her in reporting acts of violence to police, parents or the superintendent at the time of the survey.

The Committee urges, therefore, boards of education to determine the existence of policies regulating the reporting of acts of violence to police, parents and the superintendent and in its absence, to adopt appropriate policies.

POLICIES FOR DEALING WITH VIOLENCE

When asked if their respective districts had policies relating to procedures for dealing with incidents of violence, twelve percent (163) of the responding principals indicated that no such policies existed. Approximately eight percent (113) were uncertain and almost three percent (34) did not respond. Again, the Committee concluded that nearly one in every five of the responding principals was not working with the knowledge of a formal policy to guide him or her in dealing with incidents of violence at the time of the survey.

The Committee fears that the absence of such policy may result in inconsistent reaction, or even worse, no reaction on the part of school authorities. Therefore, the Committee urges local boards of education to determine the existence of policies for dealing with incidents of violence and, in the absence thereof, to adopt appropriate policy and disseminate it to the building principals.

TRAINING OF ADMINISTRATORS

One of the most telling responses of the principals came in answer to the question: Did preparation for your position deal with procedures for handling violence in your school? Nearly 80 percent (1100) of the responding principals reported that training for their positions did not deal with procedures for handling violence in their schools. Nearly another three percent (38) did not respond to this question.

It is the conclusion of the Committee that four of every five of the responding principals had experienced no training for dealing with acts of violence at the time of the survey. The Committee takes liberty to speculate that since the vast majority of school administrators rise from the ranks of the teaching profession, one may, in all likelihood, conclude that very few classroom teachers have had any training for dealing with acts of violence.

The Committee views this finding with considerable apprehension. It is strongly recommended that boards of education direct their administrators to secure training through special course work and workshops to formally prepare them for the handling and prevention of acts of violence in their schools or at school related activities. Further, it is recommended that the New Jersey State Board of Examiners require such training for certification purposes of principals. The Committee also urges institutions of higher education that conduct programs in school administration to incorporate in their curricula material that will enhance the ability of administrators in the handling and prevention of acts of violence.

CHANGE IN EXTENT OF SCHOOL VIOLENCE

The Survey also attempted to have principals compare the reported extent of violence during 1976-1977 with the previous twelve month period. The results are itemized in Table 1.

TABLE 1

COMPARISON OF EXTENT OF VIOLENCE IN THE SCHOOLS OF THE RESPONDING PRINCIPALS FOR THE PERIOD BETWEEN JUNE 1, 1976 AND MAY 31, 1977 AND THE PREVIOUS TWELVE MONTH PERIOD

Comparison	Number of Principals Responding	Percent
Increased	48	3
Decreased	231	17
Remain unchanged	864	62
Uncertain	80	6
No response	164	12

N=1387

It is the conclusion of the Committee that the extent of violence in the public schools of New Jersey that responded to the survey did not increase during the period of time studied. The Committee was encouraged to find that nearly one in every five of the responding principals indicated they experienced a decrease in the extent of violence.

CHAPTER 4

ANALYSIS OF INNOVATIVE PROGRAMS DESCRIBED BY REPLYING PRINCIPALS

The New Jersey School Boards Association's Committee To Study School Violence is appreciative of the many Building Principals, who took the time and effort to answer the last question of the survey, which was:

Describe any innovations your school may have instituted to reduce the number of violent acts. Briefly describe the innovative actions or programs which wither succeeded or failed in reducing violence in your school. Indicate the initiation date and estimated reduction for each action or program described.

The Committee abstracted what was believed to be potentionally useful proposals, and grouped them into four major categories. The outline appears below, with all identifying names of people, schools and committees removed.

The Committee is truly grateful to the responding Principals who shared their insights and suggestions for making schools a safer and more rewarding experience for our children.

The list of programs recommended by the principals fall into four categories:

1. Community
    a. School meetings with parents
    b. Letters to parents
    c. Coffee clatches with parents
    d. Parent and community involvement
    e. Policy-community programs
2. Faculty
    a. Monitor lunch and play areas
    b. Monitor bus loading and corridors
    c. Periodic checks of lavatories
    d. Establishment of a Faculty Senate
    e. Communication with parents through conference, phone, letter and newsletter
3. Students
    a. Articulation between student body and administration
    b. All female students travel in pairs
    c. All primary students travel in pairs
    d. Assembly programs
    e. Student orientation
    f. Student safety patrols

4. Action

   a. Establishment of firm discipline rules
   b. In school suspension plan
   c. 1/2 hour lunch to reduce free time
   d. Behavior modification programs
   e. Value clarification programs
   f. Safety courses
   g. Safety clubs
   h. "Rigorous" discipline code
   i. Full time security force
   j. Walkie-talkie radios
   k. All doors except front door are kept locked during school hours
   l. Intercom system to screen all people entering building
   m. Group dynamic techniques and activities used to develop awareness, self image and confidence building
   n. Group counseling of disruptive students

In noting reasons why violent incidents have increased, the following are typical samplings of the comments:

1. "Lenient court handling of offenses."

2. "Greater tolerance of violence on the part of society."

3. "Influence of television violence."

4. "Permissiveness of parents and society."

5. "The need for better and systematic supervison of halls by teachers. Most acts of violence occur in unsupervised areas."

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1. Community

a. School meetings with parents

- Improved Communication with Parents - This was and still is being accomplished by having an "Open Door" policy by which parents may come into the school to observe programs in action and talk with teachers in general. The main idea is to allow students to see their parents and teachers communicating in good spirit.

b. Letters to parents

- Letters to parents re: violence on T.V., with suggestions on how to handle it - successful.
- Instituting Administrative "Info-Gram" (Communication from Administration to home) for the purpose of discussing issues of mutual concern.

c. Coffee clatches with parents

- No information documented in this category.

d. Parent and community involvement

- Parents, students and other community persons were actively involved in the planning, staffing, organization and evaluation of the school from the very outset. This has brought about a feeling that the school belongs to all persons in the community and as such, parents, students and community folk take pride in the building. Additionally, the building is open to the pupils and the community from 8:30 a.m. to approximately 11:00 p.m. daily, except for Sunday. In addition, teachers have geared their program to teach for development of self-discipline and self-direction.
- All adults in the school were responsible for all students all of the time. Parents and all members of the community were requested to also accept this philosophy. Students who fought were immediately suspended until the parents came to school for a conference. Most suspensions were just for the remainder of the school day.
- We increased the number of parents' visitations from two to three per term, two evening sessions and one afternoon session. This provided more community involvement and interaction between staff and parents.
- We have a Community Relations person on permanent assignment to the principal's office.

1. Community (Continued)

d. Parent and community involvement (Continued)

- Parent Effectiveness Seminars were held to provide parents with skills and methods to better communicate with their children and create a "no-conflict" environment at home which hopefully will carry over into school situations.

- Strong P.T.O. group - Close cooperation and harmony with school personnel.

- Any damage done in school to lavatory facilities is investigated by me. If the offender is caught, parents are notified, so is the Board of Education, the pupil then earns money to replace damaged area. P.T.O. mentions and supports school efforts in instilling pride in our school.

- We are very fortunate with almost total parent backup. Our P.T.A. is with us and appreciates what we are doing.

- Resource people from the community are invited into school to discuss the law and the kind of crimes that are committed in the community - policemen, firemen, lawyers, etc.

- P.T.A. has mounted a campaign against T.V. violence.

e. Police-community programs

- We have a coordinated district-wide Vandalism Committee under the direction of a building principal. This committee includes the local police department where police officers visit buildings and speak directly to staff and children. We have found this program to be effective and well received by both staff and pupils. Our interest now is to get the community involved.

- Management of securing buildings is poor. Most vandals enter after 10:00 p.m. We recently hired local police to guard the building between 6:00 p.m. and 10:00 p.m. When the police leave, the vandals enter!

2. Faculty

a. Monitor lunch and play areas

- Lunch aides and/or teachers send problem children to office; I counsel students; call parents; set discipline; punishment; personally take charge.

- Employed five corridor aides who are responsible to supervise bathrooms, corridors and the outside perimeter of the school grounds.

2. Faculty (Continued)

a. Monitor lunch and play areas (Continued)

- Teacher aides and teachers assigned to cafeteria areas.

- Teachers assigned to outside areas before and after school.

- Cafeteria Referral System with follow-up phone calls to parents by duty aide prior to involvement of principal.

b. Monitor bus loading and corridors

- We have increased our teacher patrols.

- A.M. corridor monitors to encourage all students to clear corridors and report to homeroom classes prior to homeroom period (this occurs at 8:05 a.m.).

c. Periodic checks of lavatories

- Assignment of additional duties to all staff to visit areas such as lavatories whenever in area.

- Monitoring of halls and lavatories.

d. Establishment of a Faculty Senate

- We utilize a guidance procedure with our pupils known as the Discipline Committee, on which three teachers and the principal serve. We meet three times weekly to frankly discuss with pupils any acts of misconduct in which they have been involved - either in the classrooms or at lunch, in hallways, lateness, etc., and which have been reported in writing to us by the teachers. We encourage them to improve their self control and correct the difficulties by themselves, although we stand ready to impose external controls if necessary. At times, we suggest conferences with teachers to solve difficulties or misunderstandings. After each interview with the committee, we advise the parents of the pupils that we have worked with, by mail, and enlist their cooperation. We have found this most successful and use it as a therapeutic approach rather than a punitive one. It is time consuming, but we believe our pupils are worth it.

e. Communication with parents through conference, phone, letter and newsletter

- We have instituted a Parents' Advisory Board. Principal-Teacher-Student Liaison Committee regularly holds meetings to discuss school policy.

- Parent-Teacher meetings on safety hazards with audio-visual presentations and live discussions.

2. Faculty (Continued)

e. Communication with parents through conference, phone, letter and newsletter (Continued)

- I have instituted a monthly newsletter which goes home to all parents notifying them of happenings in and around school.

- Immediate personal contact is made with parents whenever incidents occur. When deemed necessary, the parent is required to come into school for a conference with the teacher and/or an administrator.

- We are blessed with parents who work closely with our school. Our school policy includes immediate contact with parents via note, phone or conference, if there develops a problem dealing with homework, conduct or attitude. The children have a pride in their school and do not tolerate violence or vandalism. "The neighborhood is definitely changing, but if it is gradual, we are depending on educating the newcomers to our philosophy."

- A direct mailing to every parent outlining the academic atmosphere, we are striving to attain and asking for their total support in any disciplinary actions that might be taken regarding their child.

- Safety announcements in monthly school newsletters prepared by the principal and distribed to the homes of the school community.

2. Activities by Faculty - But Not Defined

- There are no "innovations" as such. I believe the reason for few incidents in this school is the result of a genuine cooperative effort on the part of the entire staff of being interested in each and every student and placing responsibility for actions on each student. Here in the vocational setting I stress the "world of work." We run each class as if a student was "on the job." Absence is phoned in to each teacher or myself, as if a student was on a job. Each student gets graded daily and constantly knows his progress. I feel our system works, the key being a good, sincere staff.

- The one most important reason why we have few violent acts is that all personnel in our high school; administrators, faculty, clerks, custodians and support personnel, are constantly on guard, whether in the corridors, classrooms, or attending extracurricular activities, to prevent any violent acts to take place.

- A program of teacher awareness of various problems related to a public building such as a school has been initiated. Greater involvement of staff at all levels has been evident through exposure and discussions of potential problems. Teachers and other instructional personnel are held accountable for the whereabouts of the students in their charge. This has reduced the number of students out of classes unnecessarily.

2. Activities by Faculty - But Not Defined (Continued)

- Passage of students throughout the halls restricted by team scheduling, teacher supervision and room locations.

- More emphasis on teacher responsibility to supervise all parts of the building--not just their own classrooms.

3. Students

a. Articulation between student body and administration

- I think it must be fairly said that as recently as school year 1973-74, and for routine years prior to that, our school had a reputation for questionable student inter-action (fights, vandalism, negative spirit, and the like, along with the predictable graffiti which seems to be present in conditions such as these). In addition, the school environment was somewhat spartan and the grounds were bare, uncared for, and not planted in any way.

  Let me preface what follows with an observation from Plato, i.e., "self praise is no praise." Then I would say that upon my appointment here, in June of 1975 as Administrative Principal, we launched immediately a community-wide "School Beautification Project." We also started a Discipline Code dealing with grades 6, 7 and 8. Finally, we launched a number of on-going fund-raising events including faculty and students in things such as faculty-Fire Department basketball games, volleyball games, book fairs, faculty-student talent shows, etc., the funds of which would be used for the purchase of art work for the hallways, plants, flowers, shrubs and the like for the campus. Beyond that, we raised some money for lumber and requested the wood-working department to make some handsome colonial black shutters (huge ones) for our gymnasium windows which, along with newly made window boxes filled with flowers, added a handsome dimension to an otherwise dull building facade.

  In any event, we have now a considerable number of paintings and art works lining our hallways - some of which were picked through student vote and others from graduating classes donating a painting - and we have completely transformed our campus (which is a story in itself with the number and large variety of plantings done in the past three years - some of these were done in honor of local groups such as the local fire department tree or the Bicentennial trees planted). The key factor here is the fact that no funds were taken from current school budget (then were either raised or donated) and all parts of the school community participated - students, board of education, faculty, staff, parents and public.

  The discipline code simply provided some sense of order. It has worked splendidly - all of it. Our school is handsome and clean and uplifting now; there is no graffiti anywhere and we like it fine. I would be pleased to have visitors come to see the results,

3. Students (Continued)

a. Articulation between student body and administration (Continued)

which remains on-going. We have four paintings to hang later today, two of which were donated by a faculty member, and one by the local fire department. By the way, we also asked the students to vote on the colors we used to paint the bathroom doors and these have brightened up the hallways. We have upwards of thirty large hanging plants hanging from our hallway windows. It looks fine; I believe totally that the emotional and physical climate a school creates will effect directly the academic progress and emotional growth of students.

- Although we have not had any reportable violent acts, I am, as a school administrator, concerned about vandalism and the general "relaxation" of behavior standards which I see in our modern day society.

  Fortunately, we have also had very little vandalism at our school and to help insure the probability that this good record continues, I encourage students to become active in and responsible for the actions here on a day-to-day basis.

  Projects to date have included a school clean-up committee who regularly police the playground; a beautification committee, who have planted grass and flowers all around the building, an active, participatory SGA (Student Government Association).

  When a child reports to me that a bad word is written on the boy's lavatory wall, I suggest that he and his friends devise a strategy for removing the word. It works!

- I do not think our efforts to control and/or curb violence in school are innovative, but we have involved students in discussions to get their support. Many students inform us of pending problems so we can help them avoid acts of violence. Parents have also been helpful by calling us to let us know of issues or conflicts that occur in the neighborhood and could result in violence in school.

  Our discipline policy calls for the signing of complaints for assault and other disorderly acts and the courts have been very supportive.

  In general, we try to be understanding of the needs and problems our students face, and through the efforts of our guidance counsellors, administrators, staff and parents.

- Most of all, we depend a great deal on peer pressure and our own involvement with students. We have a very active student council who helps to deal with many of our minor problems, and the complete involvement of our total staff who offers guidance and direction.

- Heavy emphasis on "love for one another" by entire staff.

3. Students (Continued)

a. Articulation between student body and administration (Continued)

- In very classroom, the teachers and children discuss safety, caring for public property, etc. Movies, film strips, public speakers, assemblies are all part of the curriculum.

- Very active student council that listens to students' requests and effective working relationship with administration to try to meet the requests.

- Periodic meetings began last school year between my head custodian, myself and the youths who "hang around" our building during non-school hours has been successful.

- We have always taken a personal interest in each and every child that attends our school. We have no blanket punishments to fit categorized behavior problems. Each problem is investigated on a personalized basis. We try to make all behavior problems into an educational (learning) situation - regardless of whether it is stealing, truancy, vandalism, chronic lateness or absenteeism. Teachers are never encouraged to be too punitive in dealing with problem children. Fifty sentences to be written for minor infractions, as opposed to one or two thousand.

  These considerations are not new nor innovative. However, we have always practiced same and thus have avoided serious violent acts or confrontation. It has worked with my own children, so why not with others.

  The only problems we have with our children is writing on walls. Also, around mischief season, school windows and occasionally staff cars (parked at night on school grounds) are "soaped up."

- I have been in this district for 26 years and have established a strong rapport with parents and children.

  In any situation that presents itself as a problem, I try to get all sides of the problem and resolve the situation by talking it out with everyone involved.

  During the 1975-76 school year, our 5th and 6th grades had a nucleus of 12 boys that could get involved in typical suburban elementary school problems. The school psychologist and myself ran a rap session once a week for 1/2 a year - no holds barred - they could bring up anything they wished and we would discuss the situation. This developed a good rapport between the students and myself.

- The student congress is greatly interested in maintaining a good school system. Presently, they have volunteered their services as follows:

  1. Student receptionist at main entrance of the school building each period of the day (we have 7 class periods).

3. Students (Continued)

a. Articulation between student body and administration (Continued)

2. Student assistants to staff lunch supervisors during the Junior High School lunch periods. (We have two such lunch periods during each school day.) These students also escort these Junior High School students from this cafeteria to their classroom areas after lunch in order to have them walk more quietly down the main corridor.

3. Student office assistants. These students assist the administrator and secretarial staff during their study hall periods in delivering messages to staff and guidance personnel, assisting with collating materials to be distributed to students and staff.

- All staff members are periodically reminded to treat all students fairly and with respect. The custodial staff is asked to get to know, on a first name - friendly basis, as many students as possible. While the aforementioned is not innovative, it, in my opinion, helps to create a positive school atmosphere thereby minimizing the number of violent acts and/or acts of vandalism (not part of this survey but a problem nevertheless). In our school there is also a great deal of personal cooperative contact between and among the teachers, administration, parents and other staff members. We are almost like a large family.
- Open school climate with open lines of communication to staff, students and parents.
- Student, staff and administrative team working together constantly to create a productive and satisfying atmosphere.

b. All female students travel in pairs

- No information documented in this category.

c. All primary students travel in pairs

- No information documented in this category.

d. Assembly programs

- Assembly programs on safety - particular attention is given to instruction on safety and prevention of vandalism.
- Daily lession plans are prepared by teachers on a regularly scheduled program throughout the school year.
- Various written literature, pamphlets, films, filmstrips, records and tapes related to safety precautions are presented to school groups.

3. Students (Continued)

d. Assembly programs (Continued)

- Assembly Programs - to demonstrate good behavior.

- Frequent assembly programs where principal speaks to total student body on current concerns.

e. Student orientation

- I have periodic gab sessions with all youngsters on the importance of keeping the school clean and free of vandalism. We discuss cost of windows, shrubs, flowers, trees, clothing, etc.

- During the school year 1977-78, all students received a full day of orientation regarding the rules, regulations, procedures and student oriented activities offered by the local schools. Prior to that, the Career Center faculty were oriented for approximately 3 hours regarding follow-up procedures, initiation of student referrals regarding inappropriate performance behavior, fighting, drug abuse and other specific actions that would be regarded as inappropriate for students. The procedures to be followed, the follow-up and penalties involved regarding students actions in these areas. With this orientation, a total reduction of suspensions from September 1 to November 30 of this year, is at 8 as compared to last years total of 30 for comparative months.

  The key point of the preceding process is that of informing students of their total responsibility, informing their parents of their total responsibility through requiring an acknowledgement form signed by the parents of all students attending the Career Center.

- Leadership program with student body leaders at the onset of each school year.

- Orientation programs to all students concerning rules and procedures of school policy.

- At the beginning of the school year, all students new to our high school are given a student handbook. All rules and regulations pertaining to our school are thoroughly explained.

f. Student safety patrols

- I have prepared safety patrol programs using safety films and filmstrips and having guest speakers and discussions. These are supplemented with pamphlets, booklets and circulars to distribute to the students.

- Student patrol assigned to strategic positions.

- Very active hall patrol, (students) under the direction of a Vice Principal, controls passing of classes and monitors lavatories.

3. Students (Continued)

f. Student safety patrols (Continued)

- I have freed myself from other professional responsibilities so that I can personally handle and follow through on:

  Bus problems - I'm on duty every day, also I organized a bus safety patrol which I run personally with respect to membership (4th graders) and handling of reports from patrol, bus drivers or parents.

- In responding to this, you must bear in mind this is a 1-6 grade elementary school of under 300 pupils.

  The student council, dismissal time hall monitors, and bus monitors are all chosen from the student body, some as elective positions chosen by students, others chosen for their responsibility by teachers.

  This corps of students effectively conducts a program which deals with fairly minor infractions in such a way. Major problems, I am fortunate to report, have not occurred.

4. Action

a. Establishment of firm discipline rules

- As of September 1974, a strict discipline policy concerning robbery, assault, weapons, drugs and alcohol was being enforced by the Administration. The policy was developed and is being implemented with the cooperation of the student council, teachers, school administration, central office administration and the police department.

  During the past two years, the original policy has been slightly modified after evaluation and agreement of the various concerned groups.

  Following is a very brief list describing the steps of the school discipline policy:

  1. Suspension and possible recommendation for expulsion for repeated or flagrant offenses.
  2. Referrals to department of Special Services, guidance department, school system drug abuse coordinator, police department and parental conferences with school personnel.

  In addition, procedures for referral have been stressed to concerned personnel during this period of time, alternate programs in schools located away from the school have been increased by the department of Special Services.

4. Action (Continued)

a. Esblishment of firm discipline rules (Continued)

The combination of strict discipline enforcement and referral procedures has reduced the numbers of robberies, assaults, possession of weapons and drug and alcohol cases by an estimated fifty percent during the last two years.

- I take each on a case by case basis. I personally handle each incident and follow through.
- In 1977-78 school year, we have added teacher supervision to the cafeteria to supplement lunchtime aides.
- Vice Principal has established and encouraged an open door policy where children come for aid before a fight begins. Also parents are more prone to request vice principal's investigation of bus and bus stop incidents. Therefore, with a fair, firm discipline policy behind the system, the children know they will be confronted if they step out of line.
- I do not believe that the rate of violent acts is very high in our school, because the children are regularly being confronted with lesser infractions, so they don't get around to major ones as readily.
- Although this is a pre- K-5 school, when I became principal in 1975 (mid-year) there were fights between students of sufficient intensity to definitely qualify as "acts of violence." These occurred 1-3 times per week; to and from school and during recess. School policies and procedures were changed. All adults in the school were responsible for all students all the time.
- Application of permanent hall duty assignments for all floors.
- Saturation of personnel at dances, assemblies, functions, etc.
- Stepped up campaign on attendance (direct relationship to school problems.
- Anti-smoking campaign
- Revitalized physical education curriculum centering on wholesome activities.
- In September of 1977, we have initiated more counseling by the vice principals, counselors, special services people when "violent" acts are reported. My personal feeling is that we are a "rural" high school. Our students do not live in clustered areas, and their socializing is usually done in school. A fair number of our students are isolated from other people and socialize only at school or via the phone.
- A new Board of Education policy, as of October 1977, calls for suspension, signing of a juvenile complaint, and a Board of

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Education hearing for students found to be in possession of marijuana or other harmful drugs.

- The Attendance and Discipline Policy as adopted by the Administration, staff, students, parents and Board of Education five years ago has enabled the high school administration to deal more effectively with the daily problem of student life thereby curbing the extension of their problem to violent acts.

- Positive human relations concept in supervision and administration and extensive extra-curricular and curricular program coupled with strong and definitive action when violations occur, i.e., being "firm, fair, consistent and showing understanding."

- There is a school discipline committee made up of both staff teachers and administrators. This group jointly works out procedures and problems related to student behavior and measures to be employed to prevent extreme cases of negative behavior or violence.

- Strict but fair discipline code with swift and fair due process.

- Demanding rigid procedure/policy reinforcement in classrooms as well as in transit.

- Total use of district disciplinary code.

- Instituting a "detention system" to include letters and signed responses to parents.

- Something that I have discovered that makes for better behavior, is not to let anything go - no matter how trivial. It takes time but really pays off. It is an excellent way for a principal to know the children better and gives the teachers a feeling of reinforcement by the principal. Teachers and principal have the agreement that bringing matters to the principals' attention in no way takes away from the teachers' ability to discipline.

- Introduction of a "hard" pass policy with sign in/out forms to monitor student absence from classroom.

- Make a big fuss over any incident and get parents involved immediately and ask for their continued help and cooperation.

- Continuous supervision and an interest in who is "hanging out" around the school. Names, addresses, license plate numbers and car descriptions. Letters to parents to ask for cooperation seems to help.

- An administrative assistant to the principal was appointed to handle disciplinary actions only, thus creating an organizational pattern to handle discipline problems. (9-76)

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Improved recordkeeping techniques were implemented to make sure that appropriate copies were distributed to those involved. Four copy NCR paper was developed for this purpose. (9-76)

Guidance programs developed on the elementary level helped prevent consistent discipline problems. This program on a part-time basis began in September, 1976 and has made a significant difference in the program.

Class sizes were decreased in an attempt to individualize instruction and improve the overall program. Resource Rooms, special education, self-contained, remedial and preventive small group pull-out classes began in September, 1976, resulting in a decrease in school-wide violence.

A change from a 30 minute pupil lunch to a 45 minute pupil lunch did yield an increase in playground violence during the 1977-78 school year.

- Student Responsibility/Discipline & Point System - The program outlined below is instituted to provide a systematic and easily understood criteria for students who for one reason or another are unable or incapable of handling basic responsibility for their actions while attending school.

The basis of this program is a point system related to various behavioral incidents that can be accumulated.

The various levels related to this point system are clearly understood and will be fairly and consistently applied to all students.

Office Point System

Unexcused Non-Participation in Physical Education	3 Points
Tardiness to school	3 Points
Truancy	6 Points
Class Cut (including Study Hall)	6 Points
Insubordination/defiance of reasonable authority	6 Points
Unauthorized leaving school/campus	6 Points
Smoking (P.M. Session)	6 Points
Smoking in unauthorized area (A.M. Session)	6 Points
In school suspension cut	6 Points
Fighting	12 Points
Vandalism	12 Points
Possession, custody or use of any item that is illegal, unlawful or considered dangerous	12 Points
Theft of personal valuables or school property	12 Points
Other miscellaneous misconduct incidents, i.e., dress code, bus misconduct, etc	3 Points

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Procedure - Point System Accumulation

Level One: The classroom teacher will handle such infractions as: incomplete assignments, tardiness to class, forgotten materials and other regular classroom situations. For these regular classroom situations, the teacher will hold his own detention or work period. A one-to-one counseling session is encouraged. When any of the regular classroom situations become habitual, the assistance of the Assistant Principal should be requested.

Office points will only be assigned by the administration for situations referred to them. Infractions handled by the classroom teacher will not carry office points.

Level Two: An information letter will be sent to a child's parents upon an accumulation of six (6) or more office points. In some cases, an immediate telephone call will be made with a follow-up letter the next day.

Level Three: An accumulation of twelve (12) or more office points will result in an in-school suspension pending an in-school conference with the students' parents. The MAXIMUM in-school suspension will be three (3) days in length at this level. Any unexcused absense or cut of an in-school suspension will result in six (6) additional office points.

Level Four: An accumulation of eighteen (18) or more office points will result in a suspension of three (3) school days with an option for an early return subject to a satisfactory in-school parental conference. A Child Study Team referral may be initiated at this level by the Assistant Principal.

Level Five: An accumulation of twenty-four (24) or more office points will result in a suspension of five (5) school days, with an option of early return subject to a satisfactory in-school parental conference. The Child Study Team review will be initiated or updated if required.

Students under the age of sixteen (16) may be referred to Juvenile Court for incorrigibility and/or any student regardless of age, along with his parents, may be required to present themselves before an Administrative Review Board to review the case.

Level Six: An accumulation of thirty (30) or more points may result in the following options:

a. An indefinite suspension pending a formal classification by the Child Study Team as permitted by Statute and/or;

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

b. A required parent/student conference with the Board of Education or a committee thereof to determine action to be taken that could lead to school probation or a recommendation for expulsion.

NOTE: Although a students behavioral pattern shall remain part of his/her records while in attendance in the district, the Point System described above will not be cumulative from year to year.

b. In school suspension plan

- As of September, 1977, an "interim Class" was instituted at our school. All suspended students attend this class instead of staying home. They continue to study, work along with usual classwork, are supervised and remain there for lunch. This gives each student time to apply themselves toward being educated and prevents the possibility of them wandering uselessly while they are supposed to be confined to the home.

- 1973 - establishment of "in-school suspension" as an alternative to the traditional "out of school suspension."

c. 1/2 hour lunch to reduce free time

- No information documented in this category.

d. Behavior modification programs

- An adjustment class has been instituted to help those youngsters who do not relate adequately to the school program. They are given small-group instruction by a teacher especially trained to work with them. Considerable time is spent on behavior modification, values clarification, etc. This program has been in force since September, 1977. We feel it is definitely proving beneficial. We have had less violence, vandalism, and a 30% drop in student failures. (Other disciplinary procedures are also responsible for the decline in failure, i.e., radically improved attendance procedures - both class and daily and "early alert" system of parental contact.)

- Initiated an Alternate School three years ago for students who were having a difficult time adjusting to a large school environment. Approximately 40 students with four teachers are housed in a rented building a block away from the main complex. These students are classified as emotionally disturbed or socially maladjusted. In many cases, it has eliminated vandalism and incidents of violence.

4. Action (Continued)

d. Behavior modification programs (Continued)

- At our school we have instituted no programs to deal with vandalism, drugs, robbery, sex offenses, alcohol abuse or weapons possession.

  We have instituted a program through COPE to help us decrease our racial problem. This program has proved beneficial and has helped relieve racial tensions a great deal. As a result, the number of assaults over racial antagonism has decreased.

  This year (1977-78) we have seen a much greater increase in vandalism and drug abuse however. The number of reported acts of vandalism has increased substantially and the viciousness of it is frightening.

- Discipline or "Respect Yourself and Others" - that is the "rule" for behavior in our school. It applies to everyone, always, regardless of age.

  Our Board of Education has adopted several interrelated policies in this area. Every effort is made to enforce these policies consistently, fairly, and firmly. Complete cooperation between home and school is essential.

  Behaviors that show respect include always doing one's very best on every assignment, every preparation; saying "please", "thank you", "excuse me", "I'm sorry"...just being polite; keeping things that belong to one and others neat and clean...papers, desks, your classroom, lunchroom, and school; being kind and helping others.

  Not trying to do the best one can, sloppiness, rudeness, teasing, fighting, tearing up or throwing away things that belong to others, and yelling at others when angry, are all behaviors that show lack of respect. Behaving disrespectfully toward one's self or others is just not acceptable behavior in our school.

  Teachers and all adults in the school act immediately when misbehavior occurs. To not reprimand is to imply "what you did is acceptable." Exactly what happens afterward depends upon the specific incident, but there are definite guidelines.

  1. Continued misbehavior is always reported to parents, or the principal, and a conference is requested, hopefully, to find permanent solutions to the problem.

  2. Serious misbehavior (fighting, stealing, willful destruction of property, repeated refusal to try) is immediately reported to parents by the teacher or principal.

4. Action (Continued)

d. Behavior Modification programs (Continued)

3. Use of profanity is reported to the principal. First offense: a clear firm, explanation of what is and is not acceptable public behavior, and why. Second offense: parents are informed of the exact words used.

4. Misbehavior during lunch or recess also follows the reprimand - explanation - loss of privilege procedure. Students may lost their recess, or eat with the teacher in the classroom, or in the school office.

5. Repeated misbehavior during lunch or recess. Parents are requested to have the student eat at home and remain there for the entire lunch-recess hour. This could be either temporary or for the remainder of the school year.

6. Suspension from school is seldom appropriate at elementary level. Occasionally, parents may be requested to keep a student home for the remainder of the school day to "cool off" and to think about the seriousness of the offense. Repeated serious misconduct may require suspension until an appropriate educational program can be developed, usually with the assistance of the school Child Study Team.

There are also definite guidelines for dealing with disrespectful behavior.

1. Find ways to reprimand that will not violate the "rule" of respect, that will decrease, not increase misbehavior, that will increase, not decrease self-respect.

   a. Be fair. The situation is almost always more complicated than it seems at first. Hear the students out. Avoid punishing the innocent along with the guilty. An unfair solution creates anger which eventually creates more misbehavior.

   b. Disapprove of the act, not the person. "You are just no good!" is no good. "You are bad!" is worse. "You are teasing and teasing is unkind!" is O.K. If we repeatedly tell students that they, themselves, are unkind, or lazy, or "bad," they just might begin to believe us and start acting that way to prove the point. Misbehaving is what someone does, not what someone is.

   c. Be firm. If fighting means loss of play time, so be it. Just five minutes in the classroom, or house, undermines the whole process. Not following through is usually interpreted as weakness, not mercy.

4. Action (Continued)

d. Behavior Modification programs (Continued)

d. Leave room for hope! Over punishing is cruel. For example, "doubling up" (1st time-30 minutes, 2nd-one hour, 3rd-2 hours, etc.) can put students so far "in the hole" they quit caring, and caring is essential to self-respect. Also, saying "when are you going to learn...(whatever)?" is dangerous because the easiest answer is "Never!"

2. Avoid using school and school work as a threat or a punishment for misbehavior. Too much staying after school makes the school a prison. Homework as punishment can put all homework in a "bad" position. Be cautious! Positive attitudes toward learning, self, and others are among the most valuable things we can give a student.

- Extremely close liaison with the police youth officer of pupils who are in trouble in or outside the school.

- The good fortune to have a custodian who enlists the cooperation of the most difficult pupils in the school.

- The institution of a program of bringing together the difficult pupils who are potential drop-outs with a para-professional (big brother or big sister) who is able to tutor, counsel, encourage, shadow and direct these pupils. This program is federally funded under CETA. It was suggested, planned and supervised by our guidance director and principal.

- Regularized, structured small-group instruction in the area of prosocial behavior by principal and classroom teachers. This is an outgrowth of our participation in the IGM (Individually Guided Motivation) program developed and disseminated by the Wisconsin University R&D Center. Since its initiation in September, 1975, there has been an estimated overall reduction of 50% in violent incidents.

- Handling of aggressive acts by "I" messages.

- The categories listed on this report do not reflect problems that arise in this elementary school. We could classify some of our impulsive actions, such as one student punching another as an assault, but I am sure that this is not the information that you are requesting.

Since I have been here for the past two years and four months, I have worked strenuously on a behavior modification program. We are seeing results because of the efforts of my staff in teaching right from wrong and acceptable behavior from anti-social behavior. This coupled with strict penalties for disruptive students seems to be the answer to the possible solution to such problems.

4. Action (Continued)

d. Behavior Modification programs (Continued)

- Awards are given to students exemplifying good school spirit.

- Aggressive behavior groups.

  Modifying student behavior.

- Made friends of vandals known to me. Mutual rapport seems to work to the school's advantage; not 100% effective, but helps.

- We have gone from an "Open Program" with no assigned studies to a phase out of the "Open Program." Present 10th graders have assigned periods all day. Next year, 10th and 11th graders will have assigned periods all day. The year after, all students in school will be under supervision all day.

  Presently students who cut four times or more are withdrawn from class and placed in an assigned study. The cafeteria, library and auditorium are used during a student's open period but are under staff supervision.

- We are presently checking into the possibility of switching recess and lunch - having youngsters on the playground before they eat -hopefully improving eating habits and discipline.

- We have instituted a monthly "Super Citizens" award - one per class - to those youngsters who show respect for school, others, public and private property and see that our school remains clean.

- A program entitled "Dealing with Aggressive Behavior" was initiated by the Guidance Department in September, 1975.

  Behavioral counseling sessions were held by the guidance staff to discuss techniques. By means of verbal reinforcement procedures, role playing and discussion, students were able to participate in life-like situations and discuss alternatives to aggressive behavior.

  The end result of the program was an indication that students were made more aware of acceptable alternatives.

- In 1975, a program was initiated, through the efforts of the physical education teacher and guidance counselor, using our older students in the role of leaders, in charge of various activities, on the playground during our lunch periods. The majority of our behavior problems appeared to emanate from our lunch/playground area.

  The playground was repainted in such a way that various activities and games could be played throughout the entire area. The student leader was assigned to a location with the responsibility of supervising an activity. Students were able to choose any of the 10 activities available to them if they so desired. All equipment was supplied by the school.

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4. Action (Continued)

d. Behavior Modification programs (Continued)

Instead of students wandering about looking for things to do, activities were prearranged for them, if they wished to participate. Being occupied prevented a great many fights and misbehaving incidents.

Students who misbehaved during the lunch period, if necessary, reported to the guidance counselor to discuss their behavior and alternatives to that behavior. This appeared effective in helping the student deal more easily with difficult situations as well as alleviate some of our problems.

In general, this program has increased student morale, physical participation and student responsibility, enabling our lunch program to be much more positive, productive and enjoyable than in the past.

- Old fashioned school spirit and pride is constantly brought to the students by the staff, administration and students themselves. Assembly programs, school activities, etc.

  Units of study - all grade levels - dealing with vandalism and violence, e.g., original T.V. show produced by our students and aired on our own T.V. station dealing with vandalism and respect for people.

- "Citizen of the week" in school, whereby each class elects a child who has shown kindness, love and concern for his peers. Very successful.

- We have a demerit system with suspension or detention of a student taking place when a certain number of points are accumulated. Points may be eliminated for good behavior over a period of time. It reduces the disobedience of rules because of the constant danger of being caught.

  The sixth grade teachers have an awareness program. They meet with their students at least once and sometimes twice a month to discuss school behavior and the feelings of students.

- An expanded student activities program and athletic program which provides all students with ample opportunities to participate and be recognized for their efforts.

- Behavior modification techniques are shared and encouraged through teacher inservice programs and individual observations and conferences.

- Rerouted recreation participants entering the building and changed parts of physical structure.

4. Action (Continued)

e. Value clarification programs

- We have had an on-going group guidance program aimed at reducing physical violence among students for the past six years. Approximately 10 groups have been meeting with guidance counselors, social workers and school psychologists weekly. The direction over the above years, as violence has decreased, has changed. Beginning last year, we have moved more in the direction of values clarification programs.

- Values clarification program.

- Juvenile Intervention Program (Sponsored by S.L.E.P.A.) in conjunction with the guidance department.

- An Educational Program - demanding high achievement in all academic subjects by all students, also demanding high achievement by individual students who have the talent in such activities as science, spelling and sports.

- I have distributed a set of guidelines for acceptable school behavior to all parents in the hope they review them with their children. I refer to them in cases which are reported to me. A number of our teachers are involved with values clarification lessons in their classrooms, and we have purchased audio-visual materials to supplement them. As long as the outside influences exist, our effectiveness in this area will be limited.

- Have early identification and classification of socially-maladjusted, perceptually impaired, educables, trainables, and other exceptional youngsters and the provision of a program designed to meet each of their individual needs.

f. Safety courses

- School-wide poster contests and essay contests innovated into the school program.

  Topics related to prevention of vandalism and violence. Local reality companies present film programs, followed by contests on the prevention of vandalism.

  Slide presentation - A Burn Awareness Program from the Burn Victim Foundation.

  Safety committee developed at the school level comprised of administrators, parents, students, teachers, custodians, secretaries and staff members. Constantly making school children aware of safety precautions and the prevention of vandalism.

4. Action (Continued)

f. Safety courses (Continued)

- Daily safety announcements by our School Safety Committee, composed of students, teachers, parents and administrators are given to student body.

- Each teacher has been asked to spend some time each month discussing safety and behavior at school and home.

- The Captain of our police in charge of Traffic Division and Safety invited to speak to student body as well as officer in charge of Student Patrols. The emphasis is placed upon Safety Precautions and Prevention of Vandalism.

g. Safety clubs

- No information documented in this category.

h. "Rigorous" discipline code

- An individual card file is kept on all juveniles in or around the building not part of the student body.

  Yard supervision of non-homeroom teachers in the A.M. and P.M. is part of regular assignment.

  Only authorized visitors permitted in the building, for example: parents, etc. No juveniles.

  Every teacher is requested to call the office on the intercom if outsiders are seen in or around the building. A careful check is kept for juveniles outside the building during school hours.

  Cooperation of police and radio car enables all of the above to function and reduce potential problems.

- We really have no innovative ideas but we do:

  Operate a detention hall; and work with and refer to JINS (Juveniles In Need of Supervision) our more frequent offenders.

i. Full-time security force

- Control team of selected faculty members report on immediate notice to trouble area.

  Five security guards, men and women, to patrol all floors of building including bathrooms.

  Four administrative assistants, each responsible for one class: Freshman, Sophomore, Junior and Senior.

4. Action (Continued)

i. Full-time security force (Continued)

- 1972 - employment of five (5) security aides to patrol halls, lavatories, cafeterias, etc.
- Our reduction in previous violent acts were due mainly to: added school security force and greater cooperation with our police department.
- We will soon be getting about ten (10) security people to patrol the halls, lavatories and parking lot to alleviate this problem.

  We do have records of thefts occurring in hall lockers, gym lockers and items in cars in the school parking lot. Following are the figures:

  No. of reported incidents - 65
  In classrooms - 32
  Outside classrooms - 33

  Estimated number of Unreported incidents - 50

- The senior security guards are assigned to each of the four floors in the building, making each floor 80% to 100% safe.
- Employment of a full-time security attendance officer.
- Our well qualified security staff were given additional in-service training.

j. Walkie-talkie radios

- Each security guard has a walkie-talkie assigned to him and the guards can talk from floor to floor. This resulted in a 60% reduction of crimes perpetrated by outsiders roaming the building.
- Two-way radios (walkie-talkie equipment) were issued to each of our security guards.

k. All doors except front door are kept locked during school hours

- In the last few years we have become more aware of more stringent building security. Panic bars on doors have been kept in the locked position where heretofore these same doors offered easy access to the buildings from the outside.

l. Intercom system to screen all people entering building

- No information documented in this category.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building

- Awareness programs with our school staff to curb these incidents. These programs were instituted my first year (1974-75) and are in effect now.

  From a great number of purse snatching and assaults, illegal entries during school day by outsiders, car thefts, etc., in the year 1974 and before to an almost non-existent number in the past few years.

  Our programs have worked due to the above mentioned areas.

- A team guidance program has been established to provide weekly small group counseling sessions where students can freely discuss their feelings, attitudes and values, as well as consider those of their fellow classmates.

- As our school population has dropped, so have our incidents involving violence. Most of our teachers have had some training in Glasser's "Reality Therapy" and while it is not always used in exactly the recommended manner (e.g., class meeting each day) I feel that the training and the smaller class sizes have given our teachers the opportunity to get to know students a little better and to work with them in improving behavior and attitude.

- A Program Emphasizing Good Behavior - students are indeed relaxed while engaging in their academic activities, but in a setting which demands good behavior.

- Neighborhood School Concept.

  K-8 structure - children in the upper grades don't "grow-up" as quickly because of the K-8 structure. Smaller groups to deal with rather than large middle school program.

- I think I would have to state our basic philosophy has helped us with the success we have had over the years. We have tried to develop a humane school. A place where we attempt to stress or produce an atmosphere for each student to learn, a place where a student can learn to like himself better, to understand himself better, to fit into society, to learn in diverse ways in different fields. It is a place where he is not only free to learn, but learns that freedom is not doing as he pleases--that freedom carries with it grave responsibilities - a happy place where there is order without regimentation, where there are teachers who have empathy (who do care)--where there is a curriculum and methodology which stimulates the ability and the disposition to learn, where the student has a feeling of worthwhileness and belonging, and WHERE TEACHERS AND ADMINISTRATORS DARE TO CARE AND DARE TO ACT.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building (Continued)

- Borough Vandalism Portrayed on School T.V. - the middle school in our town has initiated a campaign with its youngsters to combat vandalism in the borough. A student crew armed with a Sony-Portapak T.V. camera is working with the A.V.A. coordinator, along with the local juvenile officer, to photograph property damage. The youngsters are on call from 8:00 to 10:00 a.m., and are transported to the scene where vandalism has occurred.

  The youngsters further seek to videotape an interview with the person in charge of the property. In the conversation they attempt to elicit the social and economic impact of the act.

  Under the direction of the guidance director, the film is then shown in classrooms. Discussion centers on the fruitlessness of acts of property destruction, graffitti, etc., and the social, moral, legal and monetary implications. A running account of periodic costs is kept and indications are made as to where these sums could have been put to better use.

  The responsibility of each individual in contributing to "pride in our town" becomes an important concept.

  The principal said that our town has a problem similar to or less than other comparable North Jersey towns. "We met success in airing "shoplifting" and hope to meet the same result in bringing this problem to student attention in the classroom," he stated.

  The T.V. crew has plans to attempt a similar program on pollution, littering and school bus safety.

  The school has other on-going mini-courses that have proved of continuing practical worth from other years. These include shoplifting, fire prevention, drug clinics, acne-skin care, and dental table clinics.

  We attempted to measure the success of the "shoplifting" unit during the pre-Christmas shopping days, perhaps the course against vandalism can be assessed over the Halloween period, the principal said.

- Mini-Course Against Shoplifting - the middle school in our town has fashioned a mini-course aimed at curtailing shoplifting by young people. The initial planning involved local merchants, juvenile authorities, clergy, psychologists and guidance personnel.

  Teams composed of the above formulated a panel presentation for individual classes. Small group informality seemed conducive to better communication with youngsters.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building (Continued)

The film, "CAUGHT," was used as an introduction, followed by a talk and question period sponsored by security personnel from the nearby shopping center.

Publicity was generated throughout the community through student posters in stores, handouts, press releases and P.T.O. newsletters.

Youngsters read and discussed the pamphlet on "Shoplifting" put out by the National Retail Merchants Association.

The aim of the program was to alert students to the moral implications and possible legal consequences of this act.

According to the school principal, in addition to helping young people, praise for the effort has been received from Chamber of Commerce officials and local and nearby shopping centers.

n. Group counseling of disruptive students

- An E.S.M. teacher is part of our school staff. This teacher works daily with small groups of children who demonstrate severe social or emotional problems and also serves as a "crisis" teacher should students begin to act out in a violent manner within the regular classroom.

- Daily discussion or "rap sessions" conducted by our guidance and special education personnel, with small groups of students. Said students are handpicked for these discussion groups based on their past and present disciplinary records.

- The staff, guidance counselor, and principal act in concert with counseling pupils and parents. Additionally, when the need arises, use is made of the school nurse, and our Child Study Team (psychologist, social worker, learning disabilities consultant and psychiatrist). The guidance counselor is the resident member of the Team.

- Pupil Services (Child Study Team) was asked to work out appropriate educational programs for the few students who truly lacked the self control to avoid violence. We held regular parent meetings, both during the day and evenings, about what we do in school and what parents do at home when students misbehave. "Respect yourself and others" has become our school motto as well as our "discipline policy." A copy of the complete policy and procedure is attached. We don't have "acts of violence" anymore.

4. Action Taken - But Not Defined

- We have instituted a Social Work Outreach Program for high risk families, using LEAP funds, which provides a family counselor and family aide to approximately 25 families to work on social, economic, etc., problems. Program started 10/1/77.

- A 5th grade Police-School Program centered about our K-6 Drug Education Prevention Unit was instituted in September, 1976.

- Our school has instituted a program dealing with prevention in conjunction with the Department of Psychology - Rutgers University. Program provides for teacher training, parent training programs and special programs for single parents. Program began in September, 1977.

- A Senior Citizen Program involving senior citizens working in our school began in February, 1977. Senior citizens work jointly with staff and students.

- A parent association was organized in April, 1977.

- A group consisting of two members from the police department and five members from the school system was formed (1976). The main purpose of this group was to help develop prevention and intervention programs for the school system and community at-large.

- All visitors to any part of the building must first register at the office for permission to go to any part of the building. This measure has tended to make the building and its inhabitants more secure during school hours. However, we have not had a history of violence in the immediate school area. It would be difficult to quantify the degree of reduction of such acts. These are mostly preventative actions.

- Establish "We Care Committee" that promotes school beautification, an Anti-Vandalism Committee and a Guidance Program to develop attitudinal changes toward the building of student pride in the school.

- Title VII (1977) Inter-Racial and Inter-Cultural Program (Affective Domain.). Results are proving positive at this time.

- Formerly we held two lunch periods per day, a single lunch period program was initiated and this has provided much more control and security.

- The hiring of additional personnel to help in supervision.

- Paid detention room supervisors.

- Each day during homeroom period, the student council president reads the names of all students suspended from our high school (this program was started on the recommendation of the student council - October, 1977).

4. Action Taken - But Not Defined (Continued)

- We have available the services of a resource officer. He is assigned by the police department to work in the school program. One resource officer spends his daytime shift assisting in the two junior high schools. He has built a sense of good rapport with students and faculty members. He has assisted as a guest speaker in classrooms and assembly programs. His emphasis is placed in preventing incidents and in helping students understand their responsibilities in our society. On many occasions, incidents have been eliminated by good counseling and understanding. The resource officer program has been in effect for the past five years.

- Contained pupil placement for highly aggressive students.

- Special skills improvement programs for slow readers and slow to learn students. Average 4-6 per classroom.

- Corrective reading programs for students 3 or more years below their level.

- Heavy emphasis on "love for one another" by entire staff.

- Over the past several years, the type of incident involving extorting money under threat of physical abuse has diminished to the point where it no longer exists. This was done primarily by issuing money, which had serial numbers recorded previously to the victims in order to prove the allegation of extortion.

- The extention of our lunch program, from two to four seatings, has helped considerably in the general orderliness of the school during this difficult time of day. The one exception to this occurring on days when the weather or temperature prevents us from allowing the children to go outside. On these days the lunch program is extremely difficult to manage and often leads to a variety of disciplinary problems.

- Classroom visits daily by principal (9/7/76).

- Morning activities led by students each day (3/6/77).

- Improved bus schedules (9/7/77).

- We have alternative programs at our school which have been very effective on addressing needs of many students. These two multi-aged, open education models have given the students (approximately 285) a sense of responsibility thereby eliminating 98% of all discipline. The programs have been in effect since September, 1974.

- After school programs developed: 1. Co-ed Intramurals (Fall and Spring sports), 2. Co-ed Recreation (all year round), 3. Co-ed Drama Club, 4. Co-ed Art Club and 5. Scout-troop Programs.

Miscellaneous Comments

- Foot patrolmen in uniform to 10 o'clock at night, has been helpful but some vandalism happened after 10:00, especially on Friday and Saturday nights.

- Signed police complaints against students with county juvenile court. This has not been very helpful. Usually put on probation which does not deter vandals.

- Concerned teachers who take action to prevent.

- Student contracts, i.e., T.E.T. philosophy

- Each act of violence is recorded upon a 3x5 card along with the action taken. In this way, a cumulative record of actions and measures taken can be obtained at a glance.

- Pupil misbehavior forms have been created and are used for each offense by the classroom teacher.

- I failed to remove an agency (working papers) from the school. Would you believe 10,000 adolescents entered the building in a ten month period? The adolescents come from the entire city.

- We still have "rotted" wooden doors which allows intruders with little effort to enter the building.

- In my opinion, there is only one way to reduce violent acts, drug abuse, drinking in school, assault and battery, theft and absenteeism. I feel that we should get rid of the permissive teacher, principal, superintendents, school board members, juvenile judges (including the supreme court) and last but not least, state and federal legislators who are responsible for legislation which legalizes some drugs and alcohol for the young people of this country. Also, it seems to me that it is about time that we took a look at a little item commonly referred to as "parent responsibility." I just cannot believe that two people can be responsible for bringing a child into the world and then be relieved of the responsibility when that child damages another persons property or public property such as a school building.

- The concern you now show is 10 years too late. Where were you when you were needed? Continue giving into students and in 10 more years, your poll will be academic. I am sickened by what I've seen take place. Blame belongs on courts and their asinine decisions, Commissioner's decisions and those student voices that screamed "rights," but never "responsibility." You're reaping what you sowed. I'm glad I will retire in the not too distant future.

- Smoking of pot around, but not in building, is reported from time to time.

  Two deliberately set fires/ student caught. (Not in your statistics.)

- Again, I refer to the fighting among children, some more violent than others. I feel two reasons cause this increase: 1. exploitation of violence on T.V., particularly among the players in sporting events. A disproportionate amount of time is given to fights on the field; and 2. parents instruct their children to hit back if anyone starts to bother them, "the sissy or chicken syndrome."

B. New Jersey Education Association,
Report of the Working Conditions Committee to the Delegate Assembly (Trenton, N.J., September 16, 1978).

COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS

MEMBERS

Marcia Deitz, Chairperson; Monmouth County Vocational School Board, Monmouth County

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NEW JERSEY EDUCATION ASSOCIATION

Report of the

WORKING CONDITIONS COMMITTEE

to the
DELEGATE ASSEMBLY

September 16, 1978

A. VIOLENCE IN THE SCHOOLS

> "Only a decade ago violence and vandalism in schools were considered troublesome but hardly critical problems in our educational system. Virtually every school in America had experienced problems involving an occasional fight or a broken window. Such occurrences have been viewed as more or less a fixture of school life from the beginning of organized educational activities. Recently, however, the situation has changed and what was once regarded as an unfortunate but tolerable fact of life for teachers and students has become a source of growing concern and even alarm for many members of the educational community. The subcommittee's intensive investigation has found these concerns to be well founded; acts of violence and vandalism are indeed occurring with more frequency and intensity than in the past. In some schools in fact, these problems have escalated to a degree which makes the already difficult task of education almost impossible."

---p. 7 Report of the Sub-Committee To Investigate Juvenile Delinquency - Senator Birch Bayh, Chairperson to the Committee on the Judiciary-United States Senate February, 1977

Background

In the winter of 1977, the Working Conditions Committee was asked to examine the problem of violence in the schools. President Totten had received a number of inquiries from concerned members. There appeared to be an increase in the frequency of incidents involving attacks on school employees referred to UniServ offices. While the Committee was conducting its work, a New Business item on the subject was referred to the Committee from a Delegate Assembly member.

The problem of violence in the schools is extremely broad and complicated. Violence is a highly popularized contemporary national and international phenomenon. As part of the national and world communities the schools are affected by it.

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The scope and seriousness of the problem is confirmed by a comprehensive report of the U. S. Senate Committee on the Judiciary and a U. S. Department of Health, Education and Welfare Report to Congress in December 1977. Because of the complexity of the issue, two other committees - Youth Services and Public Media - are also addressing portions of the problem particularly as it relates to students.

The Working Conditions Committee decided that it would address the problems of assaults on school employees and vandalism. These areas seemed to relate directly to the charge of the Committee concerning conditions of employment. This report deals with the problem of assaults. The Committee plans to report at a later date on the issue of vandalism.

Califano Report

Shortly after the Committee began its work, the U. S. Department of Health, Education and Welfare released a three-phase random survey entitled, Violent Schools - Safe Schools, the Safe School Study Report to the Congress. Known as the Califano or HEW report, it was issued in December 1977. Since there were no official records of assaults on school employees kept in New Jersey, the findings in this report were useful to the Committee in getting a perspective of the problem. Some of the pertinent conclusions are noted below:

1. "Time Trends

   "Are crime and violence more prevalent in schools today than in the past? The evidence from a number of studies and official sources indicates that acts of violence and property destruction in schools increased throughout the 1960's to the early 1970's and leveled off after that.

2. "Risk to Students

   "Are students more at risk in school than elsewhere? An analysis of data from 26 cities in the Law Enforcement Administration's National Crime Survey indicates that the risk of violence to teenagers is greater in school than elsewhere, when the amount of time spent at school is taken into account.

   "Although teenage youth may spend at most 25 percent of their waking hours in school, 40 percent of the robberies and 36 percent of the assaults on urban teenagers occurred in schools. The risks are especially high for youths aged 12 to 15: a remarkable 68 percent of the robberies and 50 percent of the assaults on youngsters of this age occurred at school. Only 17 to 19 percent of the violent offenses against urban youths in this age group occurred in the streets.

3. "Reports of Teachers

   "About one-half of 1 percent of secondary teachers are physically attacked at school in a month's time. Although the proportion is small, it represents some 5,200 of the nation's 1 million secondary school teachers. Nearly one-fifth of the attacks (19 percent) reported by teachers required medical treatment. This percentage is much higher than the students' 4 percent, indicating that attacks on teachers are almost five times as likely to result in serious injury. The proportion of teachers attacked declines as we move from larger cities to rural areas, and junior high schools show higher percentages than senior highs.

"A little over one-half of 1 percent (6,000) of all secondary school teachers are robbed at school in a month. Once again, large cities show the highest percentages and rural areas the lowest.

"From these data we can provide rough estimates of the risks faced by a typical teacher in the nation's secondary schools: she or he has around 1 chance in 8 of having something stolen at school in a given month, 1 chance in 167 of being robbed, and 1 chance in 200 of being attacked.

4. "Reports of Principals

"Schools are about five times as likely to be burglarized as commercial establishments such as stores, which have the highest burglary rates reported in the National Crime Survey.

"Estimates of the annual cost of school crime run from about $50 million to $600 million, with most estimates clustering in the $100-$200 million range. Our best estimate of the yearly replacement and repair costs due to crime is around $200 million.

5. "Location of Offenses

"Considering offenses against the school geographically, the risks tend to be higher in the Northeast and West than in the North Central and Southern States.

"For property offenses, the risks to schools do not differ much throughout metropolitan areas—urban and suburban. Indeed, the per capita cost of school crime is higher in the suburbs than in the cities. Moreover, according to secondary school students, beer, wine and marijuana are widely available in schools throughout metropolitan areas, especially in senior high schools. School crime is not just an urban problem.

"On the other hand, the risks of personal violence increase with the size of the community. And, in general, the risks of all types of school offenses are smallest in rural areas.

"Both personal violence and vandalism are much more prevalent in secondary than in elementary schools. The incidence of property offenses is about the same in senior highs and junior highs, but personal violence is most pronounced in junior highs.

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6. "Reporting Offenses to Police

"Only a small portion of violent offenses is reported to the police by schools. Of the attacks with injury recorded for the survey, only one-sixth were reported to police. Even when serious violence is involved, as with attacks requiring medical treatment, only about one-third of the offenses are reported. On the other hand, the majority of certain offenses against the school -- especially burglaries -- are reported. Of all offenses taken together, about one-third are reported to police.

7. "Victims and Offenders

"With the exception of trespassing and breaking and entering, the great majority of all reported offenses in schools were committed by current students at the school. In most attacks and robberies at school, the offender is recognized by the victim.

8. "Neighborhood Factors

"The crime rate and the presence or absence of fighting gangs in the school's attendance area affect its violence. It seems that the more crime and violence students are exposed to outside school, the greater the problems in the school.

9. "Impersonality and Alienation

"Larger schools, and schools with larger classes, tend to experience more violence and vandalism. It seems that when teachers and administrators can establish personal relationships with students, the risks of violence decrease.

"In addition, students need to feel that their courses are relevant and that they have some control over what happens to them at school. Otherwise, their feelings of frustration can erupt in violence.

10. "School Governance

"A firm, fair, and consistent system for running a school seems to be a key factor in reducing violence. Where the rules are known, and where they are firmly and fairly enforced, less violence occurs. Good coordination between the faculty and administration also promotes a better school atmosphere. However, a hostile and authoritarian attidude on the part of the teachers toward the students can result in more vandalism.

"Overall, the results of the analysis stress the importance of a rational structure of incentives, both positive and negative, that serve to increase student commitment and to structure perceptions, expectations, and behavior.

11. "Principals', Teachers', and Students' Recommendations

"Students and teachers in secondary schools and principals at both levels were asked to recommend ways for schools to reduce vandalism, personal attacks, and theft. In addition, principals were asked to describe specific programs or measures they had employed and found successful in reducing these problems.

"Of all the various recommendations, discipline was rated as being of prime importance. Indeed, with the exception of the successful practices reported by elementary school principals, discipline was ranked first by all groups of respondents: as a successful strategy by secondary school principals and as a general recommendation by principals at both levels and secondary school students and teachers.

12. "The Central Role of School Governance

"A central conclusion of this study is that strong and effective school governance, particularly by the principal, can help greatly in reducing school crime and misbehavior.

"Throughout the Safe School Study, the principal's leadership and his or her initiation of a structure of order seemed to differentiate safe schools from those having trouble.

"The leadership role of the principal appears to be a critical factor in itself. Visibility and availability to students and staff are characteristics of the principals in schools that have made a dramatic turnaround from periods of violence.

"Equal in importance to the principal's personal style of leadership, we found, was her or his ability to initiate a structure of order in the school. In every successful school, the system of governance could be characterized as 'fair, firm and, most of all, consistent.' This finding complements a number of recent research findings that indicate that a consistent structure of order is an important determinant of success in many areas of education, from teaching reading to establishing a school climate conducive to learning.

13. "Implications of the Study

"Although it does not appear that school violence and vandalism is getting worse, there is abundant evidence of a problem requiring policy initiatives. School crime and disruption should be recognized as a significant problem, one that must receive open attention and public concern. If a school district has reason to think that its schools might have serious troubles, it should assess the problem and give it primary consideration."

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Lack of Information in New Jersey on Violence in Schools

The Committee contacted Commissioner Burke and requested any information his office had on the subject of violence. The Commissioner responded that there was no question about the seriousness and immediacy of the problem. He reported that data on the estimated cost of vandalism in New Jersey schools was $4,512,170 for 1977 but that specific data relating to assaults on students and teachers was not being collected by the State Department. Based on a recommendation from the Committee, the NJEA Executive Committee has strongly urged the Commissioner and State Board of Education to establish a uniform system of record-keeping at the local, county and statewide level to monitor the frequency of assaults on school employees in time for the 1978-79 school year. Such information could be extremely useful in developing remedial and corrective solutions for this serous problem.

Assaults on School Employees in New Jersey

Despite the lack of a centralized information source on school violence, the Committee became aware of cases throughout the state from reports of members, newspaper articles and information from UniServ offices. Examples of the types of instances which occurred in New Jersey in the last year included:

1. A sixth-grade teacher in a Warren County middle school was punched and kicked by one of her sixth-grade students who she tried to remove from her class for disruptive behavior. The student was suspended for five days, the teacher filed charges and the matter was scheduled for hearing.

2. A woman in a Passaic County community attacked her daughter's gym teacher when the teacher tried to prevent the girl from beating a vice-principal during a parent conference. Charges were filed against the parent and the daughter. The teacher's shoulder was dislocated and she was unable to finish teaching for the year. The student was expelled.

3. Several serious assaults were reported from one Hudson County High School.

    a. A girl on suspension attacked a security guard who stopped her when she attempted to enter the building. It took a second guard and two teachers to restrain her and carry her to the office. Charges were filed and she was eventually expelled.

    b. A teacher on duty in a girl's locker room challenged a 17-year-old boy who entered the locker room and refused to leave. As the teacher directed the boy up a flight of stairs to the office, he turned and knocked her down the stairs and he then kicked her in the head and back. The teacher now has limited use of her right arm and leg. The boy, who was truant from the school, was arrested, charged and eventually tried. He was sentenced to 3 to 5 years.

   c. A male teacher came to the assistance of a female teacher who was being verbally abused by a student. Later that day, the student went back to the male teacher's classroom and punched him in the face twice. Charges were filed against the boy but his case was placed under a six-month review in a pre-trial intervention program. Only if the boy gets into trouble during the six months will he be tried for assaulting the teacher.

   d. A 23-year-old evening student entered an auditorium during an evening rehearsal. When the teacher in charge asked him to leave he punched the teacher, who sustained a cut inside his mouth requiring six stitches. The student was expelled from the school and a complaint was filed in Superior Court.

4. Several assaults were reported from Cumberland County districts.

   a. A teacher in a middle school was stabbed in the back by a student in a school corridor. The incident was almost fatal. The student was expelled and confined to an institution from which he escaped and is now at large.

   b. A teacher was physically assaulted by a student in a Junior High School because the student disliked an order concerning his behavior. The teacher wanted to press charges against the child and subsequently did; but it was not with the full backing of the administrative personnel who tried to discourage it. Counter charges were filed by the student against the teacher. The student was severely reprimanded by the judge and placed on probation. The charges against the teacher were dropped. The student was suspended and returned to school.

   c. A high school social studies teacher was pushed and physically restrained from leaving her classroom by an 11th-grade student to whom she gave a failing grade. The teacher pressed charges and asked that the student be suspended. The Board of Education did suspend the student but attempted to dissuade the teacher from filing charges.

5. A Burlington County junior high school teacher was threatened and assaulted by a student when the teacher attempted to break up a disturbance. The student filed assault charges against the teacher and the teacher filed separate charges against the student. The charges against the teacher were dismissed and the judge severely reprimanded the student and sent the matter to the Juvenile and Domestic Relations Division.

6. A teacher in a Camden County High School was severely assaulted by a senior boy because the teacher had reported the boy for violating school rules. The boy was suspended and charged for assault and received a suspended sentence.

7. An average of one teacher per week in a Mercer County district requires medical attention because of assaults.

8. An elementary lunch room aide in a Bergen County district was punched and kicked by a student. She was later attacked by two other students with snow balls for reporting the first incident. Both attacks required medical aid.

9. A teacher in a Union County district was attacked by a student with a baseball bat and a window pole. Fortunately no one was injured.

10. In a Monmouth County high school, two students hired a teenage drifter to beat up a teacher. The teacher was assaulted in his classroom while teaching and beaten with a metal weight. The teacher has had to have several operations for corrective surgery on his nose and jaw. The three teenagers were sentenced to up to three years.

    As he pronounced sentence on the youths Judge Louis R. Aikins made the following comments as quoted in a Daily News article on December 3, 1977.

    > "The toleration of direct defiance of the authority of both courts and teachers can only lead to our living in a society of anarchy, which is totally unacceptable. A democratic society also acknowledges the principle that education is part of the backbone of the nation and that teachers must be safe in their classrooms. Serious offenses require serious dispositions."

Assuming that the frequency of reporting assaults on school employees to the police is accurate in the Califano report, it is fair to assume that the assaults now being reported to NJEA represent only the "tip of the iceburg." There is enough evidence to indicate that a serious problem exists and must be addressed. This was the conclusion of the Working Conditions Committee.

New Business Item from March 1978

The major concern of the Committee focused on what has happened to students or adults who have committed assaults on school employees. No uniform pattern appeared when reviewing the results of Board of Education or court action. Although assaults on school employees are grounds for expulsion, other discipline or brief suspension has been used. Courts generally consider a simple assault by an adult as a disorderly person matter, which carries a relatively light penalty of a maximum of six months in jail and a $500 fine. If assaults on school employees were classified as misdemeanors, the maximum jail sentence could be 3 years. Assaults on police or firefighters are presently considered misdemeanors. There are no crimes classified as felonies in New Jersey.

At the March 18, 1978 Delegate Assembly meeting, Robert Roggenstein moved the following New Business item. It was referred to the Working Conditions Committee and served to focus the Committee's attention on the assault issue.

Working Conditions Committee
Report to the Delegate Assembly
September 16, 1978

> "I move that the Working Conditions Committee work to investigate pupil assault and battery on the persons of teachers statewide with the final objective of amending the Juvenile Court Law or Laws to make it mandatory for youngsters 14 years or older to be treated as an adult in all serious cases."

In its discussion of the New Business item, the Committee considered Ch. 364, P.L. of 1977 which was approved on February 1, 1978. The text of the amended statute is as follows:

> "Be it enacted by the Senate and General Assembly of the State of New Jersey:
>
> "1. N.J.S.2A:85-4 is amended to read as follows:
>
> "2A:85-4. A person under the age [16] 14 years is deemed incapable of committing a crime.
>
> "2. Section 7 of P.L. 1973, c.306 (C.2A:4-48) is amended to read as follows:
>
> "7. Referral to other court without juvenile's consent. The juvenile and domestic relations court may, without the consent of the juvenile, waive jurisdiction over a case and refer that case to the appropriate court and prosecuting authority having jurisdiction if it finds, after hearing, that:
>
> "a. The juvenile was [16] 14 years of age or older at the time of the charged delinquent act;
>
> "b. There is probable cause to believe that the juvenile committed a delinquent act which would constitute homicide, treason if committed by an adult or committed an offense against the person in an aggressive, violent and willful manner or committed a delinquent act which would have been a violation of section 19 of the Controlled Dangerous Substances Act (P.L. 1970, c.226; C.24:21-19) if committed by an adult and the juvenile, at the time he committed the act, was not addicted to a narcotic drug as that term is defined in section 2 of the Controlled Dangerous Substances Act (P.L. 1970, c.226: C.24:21 2); and
>
> "c. The court is satisfied that adequate protection of the public requires waiver and is satisfied there are no reasonable prospects for rehabilitation of the juvenile prior to his attaining the age of majority by use of the procedures, services and facilities available to the court.
>
> "3. Section 8 of P.L. 1973, c.306 (C.2A:4-49) is amended to read as follows:

"8. Referral to other court at election of juvenile. Any juvenile [16] 14 years of age or older, charged with delinquency may elect to have the case transferred to the appropriate court having jurisdiction.

"4. This act shall take effect immediately."

Attempts to have persons over 14 but under 18 prosecuted as adults under this amended statute have been unsuccessful.

In its consideration of the New Business Item, the Committee noted the following points.

1. The Committee concluded after advice from an NJEA attorney experienced in criminal matters, particularly prosecution, that it would not be advisable for NJEA to pursue the New Business Item in the exact form in which it was submitted because it could not survive a constitutional test on the grounds of denying due process rights.

2. A modified approach to the item could be submitted to the Legislature which would introduce criteria into the review process of a judge considering a case involving assault on a school employee by a person from 14 to 18 years of age which would encourage prosecution as an adult.

3. There appears to be a prevailing attitude in some schools to consider offenses committed by students in a less serious manner than if the same offense were committed outside of school. Allowing students to function under such a double standard is improper. Assaults on employees should be reported to the police and the board of education.

4. Remedies should take into consideration that adults as well as students commit assaults on school employees.

5. Consideration should be given to elevating the offense of assault on a school employee to a more serious level of misdemeanor similar to that accorded to police and firefighters.

6. Legislation should cover assaults on all school employees and not just teaching staff members.

7. To the extent possible, protection should cover school employees whether in performance of their duty or not.

8. Location of an assault should not diminish the charge. For example, it need not occur on school property.

9. Suspension and expulsion procedures should be modified. These procedures are much faster than court action in removing a seriously disruptive student from the school community. Removal from the immediate scene is often

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essential to prevent outbreaks of further disturbance. Due process prosecution can then proceed in a calm atmosphere that assures fairness to all parties.

10. Local boards of education and administrators must assume more direct responsibility and initiative in dealing forthrightly with assaults on school employees.

11. NJEA should expand its advice to local associations and members of their roles in assisting employees in cases of assault particularly in areas of:

    a. Citizen rights to file criminal complaints and suits.

    b. Employment rights under 18A and Workmen's Compensation.

    c. Association rights, such as legal assistance.

12. Assaults on students should be excluded from any remedial legislation being sought regarding school employees at this time. This is not to minimize problems which students face. It is a recognition that assaults on employees compared to assaults on students will require different solutions.

Conclusion

As a result of its consideration of the submitted New Business item, the information examined by the Committee in relation to the general problem of violence in the schools, and particularly the deep concern expressed by members over the problem of assaults on school employees in New Jersey, the Committee has taken the following action:

1. Requested the NJEA Executive Committee at its June 2 meeting to recommend to the Commissioner of Education and the State Board of Education that a local, county and statewide uniform system of record-keeping be established to monitor the frequency of assaults on school employees. [The Executive Committee approved the request and the Commissioner and State Board of Education were notified. NJEA was notified by letter dated June 28 that the Department of Education is initiating such a record-keeping system to be put in place during the coming school year.]

2. Recommended to the Public Media Committee that NJEA publicize the problem and possible remedies of violence in the schools with the membership and the general public.

The Committee submits the following recommendations for consideration by the Delegate Assembly:

RECOMMENDATION 1 — that NJEA introduce legislation which would establish that any person who commits an assault and battery upon teaching staff members, board members or other employees of a Board of Education acting in the performance of their duties and in a situation where their authority to so act is apparent, or who commits such assault as a result of the victim's relationship to an institution of public education of this state, is guilty of a misdemeanor.

RECOMMENDATION 2 -- that NJEA introduce legislation which would modify the criteria established for judges in 2A:4-48c when considering a charge of assault and battery on a school employee by a person 14 to 18 years of age to increase the possibility of charging the person as an adult.

RECOMMENDATION 3 -- that NJEA introduce legislation which would amend the statutory consideration of physical assaults on school employees by students to make such assaults a presumptive basis for expulsion.

Harry Knobloch, chairperson
Mays Landing (Atlantic Co.)

Committee Members

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Jack Kervi, Mercer Community College (Mercer Co.)
Edward Komczyk, Pennsauken (Camden Co.)
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Barney Levy, Highland Park (Middlesex Co.)
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Grant Pursell, Flemington (Hunterdon Co.)
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Clifford Williams, Parsippany (Morris Co.)

Staff Contact: John R. Pietrowicz, UniServ Coordinator

C. New Jersey School Boards Association, Final Report, Ad Hoc Committee to Study School Vandalism (Trenton, N.J., May 8, 1976).

AD HOC COMMITTEE TO STUDY SCHOOL VANDALISM

May 8, 1976

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FINAL REPORT

AD HOC COMMITTEE TO STUDY SCHOOL VANDALISM

by
MARCIA DEITZ, CHAIRPERSON

PREPARED FOR THE ANNUAL DELEGATES MEETING

May 8, 1976

The New Jersey School Boards Association's Ad Hoc Committee to Study School Vandalism was formed in December of 1974 by NJSBA President William B. Rosenberg to conduct a broad based study of school vandalism including the following subject areas: (1) preventive measures, (2) community cooperation, (3) insurance protection, (4) staff involvement, (5) institutional involvement, (6) pupil education, (7) rewards and (8) parental and guardian responsibilities. The Committee expanded its charge to include the study of facilities design in the reduction and prevention of vandalism.

The Committee is composed of school board members from urban, suburban, regional, secondary and elementary school districts. Committee consultants included a superintendent of schools, a school business administrator and a representative from the Department of Education. The Committee has also heard from guest consultants in the areas of security systems design, insurance, architecture and facilities design, and the juvenile courts.

The Committee reported on its progress through Interim Reports at the May 10, 1975 and December 6, 1975 delegates meetings. The first major undertaking was a comprehensive survey of New Jersey school districts to assess the extent of vandalism in our schools. The survey, conservatively projected New Jersey's school vandalism costs at $17.7 million. The survey was appended to the Committee's December 6 Interim Report.

The Committee's Final Report is divided into the following sections:

Profile of the Student Vandal
Legal Aspects
Insurance
School Board Vandalism Policies
Record Keeping - Vandalism Cost Data Form
Short-Range Vandalism Approaches - Preventive Measures
Long-Range Solutions to Vandalism
Conclusions
Recommendations

-over-

PROFILE OF THE STUDENT VANDAL

Compulsory public education demands that a large portion of our youths' lives be centered around the school environment. For pupils, the school becomes a major source of frustration and it is there that anti-social behavior is vented.

Some acts of vandalism stem from simple mindlessness. Often in the heat and excitement of emotional experiences such as sports rallies, competitive meetings, etc., misdirected youthful exuberance is a catalyst for vandalism. The effects of alcohol and drugs contribute significantly to acts of vandalism. Following their intake, rational values can be lost; responsibility and good conscience can become less important. The way to combat the ill effects of alcohol and drugs is to prevent their intake altogether.

Often recognition is sought through vandal acts. Not being able to succeed in the school's environment, the student rebels. It is not surprising that many student vandals are victims of unattended learning disabilities. Anger is another component of the vandal's psyche, as he feels he is often the victim of neglect and abuse. Teachers often have no idea of students individual problems and any thoughtless word or action might be enough to trigger underlying hostilities into violent or destructive actions.

Dr. Donald Lombardi, Professor of Psychology at Seton Hall University and author of Search for Significance, notes that people fall into three categories; the makers, the takers, and the breakers. Makers are well adjusted, productive individuals. Takers cannot make so they find a means to take from the efforts of those who achieve. The vandal falls into the third category. The vandal is not a maker and cannot even succeed as a taker. His frustration at his perceived inability and low self esteem lead him to become a "breaker". The solution to the vandal's dilemma is to destroy.

Responses from the 1975 School Vandalism Survey indicate that vandalism occurs in large and small districts, urban, rural and suburban settings. It occurs in wealthy school districts and also in poorer school districts. There is no singular stereotype of the vandal. The vandal could be a boy, a girl, black or white. The vandal comes from good homes and unstable homes.

Vandalism in our schools must be considered a microcosm of vandalism in our total society. We become numbed to the horrors and come to accept them without shock or outrage as a result of daily media accounts of violence.

LEGAL ASPECTS

New Jersey has addressed vandalism in three statutes. In *N.J.S.A.* 18A:37-2 vandalism is recognized as just cause for suspension and/or expulsion. N.J.S.A. 18A:37-3 places absolute liability on parents and guardians for damage to schools caused by their children. This statute should be used by school districts to obtain restitution for losses sustained to school property. *N.J.S.A.* 2A:4-42 *et. seq.* makes vandalism a legitimate reason to bring a student before a juvenile or domestic relations court on charges that the juvenile has committed an act of delinquency and is in need of supervision.

The liability of parents or guardians for damages was confirmed in *Board of Education of Borough of Palmyra, Burlington County v. Hansen*, 56 *N.J. Super.* 567 which held that liability existed when loss occurred after school hours as well as during school hours. That decision also affirmed the constitutionality of parents and guardians being liable for damages caused by their children.

School district personnel and police should cooperate in investigating vandal acts. There should also be community involvement in developing approaches toward the reduction and prevention of episodes of vandalism. Committee consultants from the court and a police department agreed that charges should not be brought against student vandals, except in the most drastic circumstances. In contrast to repudiation and punishment, rehabilitation should be the ultimate aim in disposing of a juvenile delinquency case. Creative dispositions serve to stem the rising rate of recidivism. Punishment through isolation removes the juvenile further away from the mainstream of society and intensifies feelings of shame and guilt.

The court has considerable latitude in arriving at a final disposition in juvenile delinquency cases. One of the dispositions available to the court is the Juvenile Conference Committee (JCC). JCC consists of five to seven members of the community appointed by a judge. JCC voluntarily consults with parents and children to arrive at creative approaches to handling individual cases of juvenile delinquency. The JCC serves as an alternative to understaffed law agencies.

The subject of rewards (monetary payment leading to the arrest and conviction of vandals) being offered by school districts was discussed by the Committee. Rewards may be offered by municipalities in New Jersey but are not permitted for school districts. Committee consultants from the courts and the police concurred in their belief that rewards will not contribute positively to combating school vandalism. They feel that the negative aspect of rewards (false and misleading information, vendettas and deteriorating values) far outweigh the limited positive effects that rewards may offer. The Committee agreed that rewards have a negative effect in the total approach toward vandalism reduction and prevention.

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INSURANCE

N.J.S.A. 18A:20-25 requires boards of education to insure property and contents against fire losses. Boards may also insure against other perils. Theft and burglary coverages and a Vandalism and Malicious Mischief Endorsement to the basic fire policy are available to provide protection against losses to school property and contents caused by theft and vandalism.

The Vandalism and Malicious Mischief endorsement excludes glass breakage protection. Glass breakage by vandals can be covered through the purchase of a glass insurance policy which is very expensive. Most school districts self-insure their glass, seeking restitution from parents and guardians when the vandal is apprehended and convicted. Loss prevention programs can be effective in reducing losses, premiums and retaining insurance coverage.

Professional insurance appraisals are useful in determining the proper amount of property insurance. They are also important in connection with the adjusting and settlement of losses. Professional appraisals are a helpful tool in maintaining a current inventory of school property.

SCHOOL BOARD VANDALISM POLICIES

Vandalism has been generally referred to as the willful and deliberate damage to and theft of school property. Through an analysis of vandalism costs, boards of education should have an idea of the extent of vandalism in their districts. Armed with the knowledge, each Board should develop a district-wide philosophy toward vandalism, which should outline and define the responsibility of students with regard to the damage and/or destruction of school property. A positive tone can be taken in a philosophy statement that encourages students to develop and implement anti-vandalism programs. It has been acknowledged that active involvement of students reduces the incidents and severity of vandal losses.

Boards of education should make the community aware of the extent of vandalism, adopt philosophical statements and develop policies that encourage community involvement in the security of school property.

The Superintendent of Schools, by direction of the board of education, should be responsible for the following:

1. Defining the responsibilities of all district employees in curbing school vandalism.
2. Developing district vandalism programs, including integration of vandalism programming in the classroom curricula.

3. Developing a district-wide system for reporting and recording all acts and incidents of vandalism.
4. Directing an inventory by physical count of all district-owned supplies and equipment on an annual basis.
5. Recommending security programs and systems to reduce and ultimately eliminate school vandalism.

Sample policies on school vandalism are available as a membership service through the NJSBA-NSBA policy service. Areas that should be addressed through policy, relative to school vandalism follow: (Superintendents have a complete listing of all policies)

EBC	Emergency Plans
EBCA	Disaster Plans
EBCB	Fire Drills
EBCC	Bomb Threats
EBCD	Emergency Closings
EC	Buildings and Grounds
ECA	Buildings and Grounds Security
ECAA	Access to Buildings
ECAB	Vandalism
ECB	Buildings and Grounds Maintenance
ECE	Buildings and Grounds Records and Reports
EIA	Property Insurance
FB	Facilities Planning
FEC	Facilities Development Plans and Specifications
JFA	Student Due Process Rights
JFBA	Student Government
JFC	Student Conduct
JFCB	Care of School Property by Students
JFG	Interrogations and Searches
JG	Student Discipline
JO	Student Records
KG	Community Use of School Facilities
KK	Visitors to the Schools
KNAJ	Relations with Police Authorities
KM	Relationships with Community Organizations

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Specific attention should be given to due process for students. Boards of education should develop written policies governing police interrogation of their students.

RECORD KEEPING

Vandalism occurs in varying types and degrees and in all communities. School districts have to determine the extent of vandalism before they can attempt to find the solution which best suits their individual needs. When complete loss information is compiled, boards of education can balance what they intend to spend (or are now spending) for security solutions against what their vandalism costs have been. Accurate, complete, and concise records of all acts of vandalism are required.

It is recommended that a uniform system of recording vandalism costs be instituted. The "Vandalism Cost Data Form", (Attachment I) is an example of a Committee-developed reporting form, which includes the following pertinent information:

1. Date, Time and Place of the Vandal Act. This information allows boards of education to determine if there is a pattern as to the occurrence of vandal activity.

2. Description of the Damage -- School Property and Other Property. With this data, boards have information available to develop the cost analysis which is necessary for insurance purposes or to seek restitution from the vandal. These sections of the VCDF also enable school personnel to determine if a facility will be unavailable for use and for how long. Recording the damage to other than school property (telephones, vending machines, fuel pumps, etc.) indicates the general cost to taxpayers, along with the nuisance and inconvenience factors which hinder school operation.

3. Date Reported to the Authorities. This section was recommended for inclusion by security personnel who feel that the name of the authority, date and time of the vandal act will aid in the apprehension of the vandal.

4. Cost Analysis. This is one of the most important parts of the form and will require the most care and effort to complete. If the information compiled is to be meaningful, the actual cost of material for repair and replacement must be determined. The full cost of labor, be it by outside contractor or board employee must be computed and listed in order to arrive at a total gross cost of the vandal act. It is this area which is most often ignored when costs are compiled, especially when

the labor involved is done by school personnel. In addition, miscellaneous costs, such as shipping fees or special transportation charges, should be listed. These three items material, labor and miscellaneous costs give the total gross cost of the incident. Any reimbursement received from insurance companies or restitution received from other sources should be deducted from the gross cost in order to determine the net cost of the vandal activity.

It is necessary at this point that school districts be aware of the "hidden costs" which may be evident under certain circumstances and which should be recorded as miscellaneous costs. These hidden costs include transportation charges for sending students to other schools in the event classrooms or school buildings cannot be used; rental charges for space or equipment while repairs are being made; and increased insurance premiums due to extensive losses. There are also intangibles involved which would have a direct effect on the educational process and the economy of the community.

5. Final Disposition (Restitution Explanation). This area includes the damage repair date and, therefore, indicates the length of time during which the property was actually unavailable for use. The explanation of the restitution will indicate whether or not the board is collecting from vandals and if they are receiving a sufficient amount of insurance reimbursement in relation to the loss.

6. Other Comments and Suggested Preventative Measures. This section allows for the recording of immediate thoughts which might lead to policy revisions, anti-vandalism programs, and suggestions which could assist in reducing the vandalism problem.

Designated personnel in each building in the school district should be responsible for reporting vandalism. One copy of each report should be forwarded to a central administrative office which would serve as a collection depot, for future action, insurance and policy follow-up. The aggregate cost totals of the reports will provide the board of education with information for developing security measures, anti-vandalism programs, policies and budget figures.

With complete and accurate records to back them up, boards are in a sound position to explain to the public any changes in their budget due to losses incurred or to increased insurance costs as a result of vandalism. They can readily justify any security measures they propose through the cost analysis provided by the reporting forms. It is the duty and responsibility of every board of education to make the public aware of the funds being expended in all areas of school operation. The public deserves factual costs, not "guesstimates".

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SHORT-RANGE VANDALISM APPROACHES - PREVENTIVE MEASURES

A great deal of time and money has been devoted to conducting workshops, developing pamphlets, installing sophisticated hardware systems, and utilizing security guards to combat violence and vandalism in our schools. Some of these preventive measures have resulted in success, whereas others have only increased the school budget.

One of the most popular methods being used today to protect schools is the use of electronic protective devices. School districts should consult a qualified engineer, with the technical skill to design comprehensive security systems, prior to making large expenditures in security hardware. This person should not have any financial interest in the sales or installation of the system.

Following is a brief outline of some electronic security systems being used to control vandalism.

1. Audio Detection - An alarm system is triggered as a result of an increase in noise levels. This system can spot the "stay behind" as well as the intruder.
2. Motion Detection - This system fills a classroom, corridor, or office with high frequency sound. Any movement disturbs the wave pattern, triggering an alarm.
3. Electromechanical Systems - Wires or switches are installed on doors, windows, drawers, etc. Opening or breaking them triggers an alarm.
4. Photoelectric - A beam (light, ultra-violet, infra-red) is aimed down corridors, across rooms, etc.; anything disturbing or interrupting the beam triggers an alarm.

One of the most immediate and effective approaches to reduce violence and vandalism is the utilization of school security guards. Title 18A:17-42 through 45 of the New Jersey Statutes grants the local boards of education the authority, through the Commissioner of Education, to employ public school law enforcement officers for the purpose of safety, welfare and protection of students, staff and facilities. The New Jersey Administrative Code 6:20-5.2 outlines the administration of 18A:17-42 and includes a provision for state reimbursement to school districts up to 75% of the total salaries paid for the employment of security guards. In FY 1975-76 more than $3.5 million will be reimbursed to local school districts. Typical school security guard functions would be:

1. To assist in maintaining a positive tone during school sessions.
2. To supervise the officially designated "open" entrances to each school.

3. To direct persons having official school business to the appropriate office.

4. To supervise the corridors in each school, using corridor aides assigned by administrative staff.

5. To fulfill daily responsibilities in civilian attire, without visible manifestation of official authority, and without the presence of firearms.

Presently, there are approximately 600 public school security guards in New Jersey's public schools. In response to the growing need for quality control in school security personnel and the rising costs of vandalism, the Department of Education proposes to establish a state-wide system of diagnostic education and training services for the improvement of all school security guards employed in public elementary and secondary schools. The Ad Hoc Committee to Study School Vandalism endorses the concept and recommends that the NJSBA support programs designed to improve the performance and effectiveness of school security personnel.

LONG RANGE SOLUTIONS TO VANDALISM

How can we help control, and in time, eliminate vandalism? The following long range suggestions are offered for student educational programs, community involvement, staff involvement and facilities design and construction.

Student Education Programs

Young people generally accept challenges and will assume responsibilities if given an opportunity. They are looking for causes. Why not educate them to the problems of vandalism and let their cause be one of working to stop it? Some ways that boards can encourage student involvement in reducing and eliminating vandalism are:

1. Let students know you are truly interested in them. Help these young people understand that they are the real consumers in the educational process and that this interest in each other has a positive and constructive base.

2. Work to develop a Student Council that will encourage students to set a goal of providing meaning to school life. (Why do we always assume that this task belongs only to school boards, administrators, and teachers? It's their school too!)

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3. Form local ad hoc vandalism committees. Study the problem of vandalism in your community. How serious is the problem? What are the probable causes? Have students serve on these committees with adults.

4. Allow students to conduct anti-vandalism campaigns. Encourage students to create an atmosphere of sensitivity. Poster campaigns and student speakers at assemblies are ways that the anti-vandalism atmosphere can be developed.

5. Structure "rap"and value-clarification sessions to deal with the issue of vandalism.

6. Establish school ecology clubs. Promote drives to improve school and community appearance. Have students seek the assistance of community people in this project. Students can be more effective than adults in getting people to turn on to pride in community appearance. It is very hard to say "NO" to a sincere child with a good cause.

7. Establish student monitor groups with specific responsibilities for supervision of corridors, lavatories, playgrounds, parking lots, etc. (Peer pressure is a significant force.)

8. Establish courses that deal with vandalism. How is it defined? What are the causes? How can it be controlled? (Don't be afraid to award credit. If students deal with the learning process and gain an education regarding the problem - they learn!) Developing positive attitudes and values relative to the rights of others is important for schools to emphasize for the future lives of our young people.

Part of education is establishing respect for the rights and material possessions of others. The assumption of group and individual responsibility is a worthy goal. Developing positive attitudes and values is as important for schools to emphasize for the future lives of young people as knowledge and skills.

Incentive programs have great merit. Evaluations of some incentive programs have shown fewer school discipline referrals, fewer school suspensions, and less physical damage. An example of an incentive program is:

> A vandalism repair budget system which suggests that each school be allotted $1.00 per student per grade. Students are told that any funds not spent to repair vandal damage during the year can be used for student projects.

Community Involvement

One of the most practical ways to combat school vandalism is through the increased involvement of citizens. The focus must be on citizens' efforts directed at all levels of decision-making through a diversity of strategies.

Dr. Peter Ellis, Associate Director of the California Center for Community School Development, points out, "In general, a review of the research shows that short-range solutions that don't fit into a long-term plan don't work."[1] Examples of some short-range strategies that can evolve into long-range vandalism programs utilizing the community are:

1. Phone-trees to police, conducted by families living near the school, when suspicious activity occurs around the school.
2. PTA formulated campaigns to make the community aware of vandalism problems.
3. Volunteer parents who regularly patrol their schools and drive around closed schools whenever they have the chance.
4. Community families provided with trailers to live free on school sites (live-in "school sitters ").
5. Encouragement of community use of school buildings with the attendant assumption of responsibility for and pride in them.

Dr. Ellis points out that a long-range solution that incorporates short-range programs is community education. The community school operates as a total opportunity center, year round, night and day. It includes all age groups and segments of the community in the education process, acting on the belief that people are educated by their total environment and can meet many of their own needs by coming together to help each other. The community school:

1. Mobilizes the available human and financial resources of the community to meet the wants and needs of the people in the community.
2. Promotes involvement of the total neighborhood community in identifying and resolving school/community problems.
3. Develops a 'sense of community' to assist members of the community to have faith in their own abilities to find solutions to their problems.[2]

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[1] Ellis, Peter, "One Answer: Community Schools' California School Boards Journal, September 1974 (Volume 33, No. 3).

[2] Ibid.

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A suggested set of principles that may facilitate community involvement in schools are:

1. Early success from citizen participation, thereby reinforcing involvement and commitment.
2. Policies and actions will more likely be successful and lasting when they are democratically developed and implemented.
3. Involvement is enhanced when all people feel that they have an equal opportunity to influence the group and participate in leadership.
4. Involvement will be greater and more productive when work is done in intimate, informal, primary groups with the objective - systematic truth-seeking.
5. All groups must be representative of a "mix" of people living in a community - all ideas and interests must be considered.
6. People become more involved and committed when they have an opportunity to evaluate and re-evaluate their objectives, methods, activities and programs.
7. It must be recognized that initiative rests with the people - decisions are made by them out of their knowledge and convictions.
8. Objectives must grow out of a local situation and begin with conditions as they are - specific interests, concerns and problems.[3]

Staff Involvement

The positive and long-range approach to vandalism must be emphasized. While it is true that this approach is far more difficult because it involves people and feelings, it is the most logical way to proceed. Educational staff must recognize the importance of positive long-range planning to deal with the issue of school vandalism. A research of literature shows a high degree of success has been experienced by professional staff members through:

1. Constant evaluation of curriculum offerings with the objective of insuring that all student needs are being serviced.
2. Study of the types of teaching procedures and materials that will motivate students and create a general and continuous enthusiasm toward school.

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[3] Porter, John W. The Adolescent, Other Citizens and Their High Schools, McGraw-Hill Book Company, 1975.

3. Alternative programs of instruction providing students with multiple learning opportunities; e.g., work study programs, etc.

4. A well defined co-curricular program with the objective of creating individual student interests and pride in school.

5. Integration of the vandalism problem into regular classes and cultivation by the teacher of a respect for the school property.

A growing trend in combating vandalism and violence by juveniles is the police-in-school liaison program, often referred to as "school resource officers." Under this program, a juvenile specialist on a full or part-time basis is assigned to a school, generally a junior or senior high. The police officer's duties generally include patrolling halls, grounds, the neighborhood and athletic and social events; and "counseling," in cooperation with guidance officials.

School Facilities Design and Construction

When we built our schools some twenty years ago, vandalism was a minor concern. Today school facilities construction and design is an essential aspect in reducing the incidents and severity of vandalism.

The need to design facilities that will obviate the attractive nuisance and rough play damage, emphasizes the importance of being able to predict how school buildings will be used. Such predictions can be based on how students and the community use the school facility. An architect chosen to design a new school building should be aware of vandalism in the planning phase. Discussions with the school board, administrators, teachers, maintenance staff, students, parents, local police and the community are the key to a complete analysis of problem areas.

John Zeisel of Harvard University's Department of Architecture outlined five major areas of school design and construction that should be addressed by school officials in school building projects. These areas are:

1. Roof Accesses - Roof accesses should be made as difficult as possible by ensuring that there are no footholds on exterior surfaces, that hardware (e.g., lamps) is not placed where it can serve as a foothold, and that climbable plants are located far from walls. Plant walls should be designed so that they are too high to climb with accessible ladder substitutes, such as a 12-foot piece of lumber. Permanent custodial ladders between roof levels should be avoided.

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2. Entrances - Doorways should be designed in such a way that they clearly indicate "stay out" when school is closed. Pull-down or sliding grills can be used to cover transparent doorways. Large areas of glass at the entrance should be avoided. Only one door at the entrance needs to be accessible from the outside. Astragals (strips of metal covering cracks in doors) should be specified on all doors, with panic hardware to prevent anyone from forcing a piece of wire through the edge of the door.

   Built-in interior gates, to selectively close off the parts of the school not in use, should be specified if the community will be using part of the building. Offices and places for informal meetings and activities should be located near entrance and exits.

3. Rough Play Areas - Glass should be minimized around play areas. Surfaces that will bounce balls should be provided. Equipment that can withstand rough play should be specified. Avoid play areas that are not level and have insufficient room around them. Lines on walls and on ground should be specified to accommodate all local street games.

   Student "hanging out" areas should be located near play areas to minimize damage and litter.

4. School Walls and Surfaces - Plan for some smooth, light, symmetrically blocked out wall surfaces in appropriate places to attract graffiti, and specify material that can be easily painted or washed.

   Do not remove "legitimate" graffiti, such as basketball foul lines or hockey goal lines during maintenance. Paint game lines on walls and ground surfaces after consultation with local players. Repair damages to walls, ceilings and other surfaces as quickly as possible.

5. Ground Materials - Specify planting that does not collect litter and is easy to clean (e.g., thornless). Use resilient bushes instead of still, breakable trees near active areas. Avoid grass or flowers immediately adjacent to narrow paths or parking lots. Provide real barriers, such as a change in level, between hard surfaces and adjacent grass. Accept student-made shortcuts.

At the state level, the Bureau of Facilities Planning Services (within the Department of Education) assists boards of education with master planning, site evaluations, demographic studies, educational specifications, preplanning, financial planning, building economies, time saving techniques, and citizens' committees. The Bureau is instrumental in the formulation of health and safety mandates but most of the time provides advisory assistance to boards of education.

The Bureau of Facilities Planning Services is responsible for the publication of "The Guide to Schoolhouse Construction". The current edition of "The Guide" does not contain information relative to vandal reduction and prevention in school building construction. The Committee feels that the revised "Guide" should consider vandalism in facilities design and construction.

CONCLUSIONS

The Committee concludes:

1. Vandalism cannot be measured in terms of dollars alone. Vandalism places a great strain on the entire educational process affecting attitudes, trust, confidence, and the overall morale of the educational community.
2. Vandalism is not to be typified. It varies by the type of vandal, the type and location of the vandal act, and the motivations of the vandal.
3. Vandalism in our schools is a microcosm of vandalism in our society. We become numbed to the horrors through media exposure and come to accept them without shock or outrage.
4. Expulsion from school should be reserved for repeat offenders and only in the most severe cases.
5. Offering rewards leading to the apprehension and conviction of vandals has a negative effect in a total approach to vandalism reduction and prevention.
6. Professional insurance appraisals are useful in determining the proper amount of property insurance, and important in connection with the adjusting and settlement of losses.
7. Loss prevention programs can be effective in reducing losses, insurance premiums and retaining insurance coverage.

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8. Boards of education should adopt vandalism and school security policies. The NJSBA-NSBA Policy Service has sample policies that are available to all school districts.

9. Uniform vandalism costs are not kept by boards of education. Some school districts spend more for security systems than can be justified by the incidents and severity of vandalism in their districts.

10. Most security personnel are not trained to effectively handle security problems.

11. Long range vandalism alternatives will prove the most satisfactory method of reducing vandalism in our schools. Many of the long range attempts to reduce vandalism require an investment in time, education and creative energy. Many short range attempts require a substantial investment of financial resources.

RECOMMENDATIONS

The Committee recommends:

1. that school boards adopt policies that seek restitution of damages as per N.J.S.A. 18A:37-3

2. that school districts actively seek the cooperation of law enforcement agencies, the courts, and other related agencies in the development of approaches for reducing and preventing vandalism

out

3. that the NJSBA establish a policy of opposing the offering of rewards leading to the apprehension and conviction of vandals

4. that boards of education institute loss prevention programs as an effective method of reducing losses, insurance premiums and retaining insurance coverage

5. that boards of education adopt vandalism and school security policies

6. a uniform system of recording vandalism costs; the Committee's Vandalism Cost Data Form is a sample of such a reporting form (Attachment I)

7. that school boards consult with a qualified engineer, with the technical skill to design a comprehensive security system, prior to making large expenditures in security hardware

8. that the NJSBA support programs designed to improve the performance and effectiveness of school security personnel

9. that boards of education adopt a long range approach to vandalism which includes student education programs, community involvement, staff involvement and school facilities design and construction

10. that the Bureau of Facilities Planning Services (within the Department of Education) incorporate anti-vandalism features into the current revision of the "Guide to Schoolhouse Construction"; this report and other committee materials should be submitted to the Bureau of Facilities Planning Services

11. that the President of the NJSBA appoint a committee to conduct a broad-based study of school violence, which will dovetail with this vandalism study.

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ATTACHMENT I

VANDALISM COST DATA FORM

SCHOOL/BUILDING ____________________ LOCATION ____________________

DATE OF INCIDENT ____________________ TIME OF INCIDENT ____________________

DESCRIPTION OF DAMAGE (School Property) ____________________

LABOR REPAIR COSTS ____________

MATERIAL REPAIR COSTS ____________

MISCELLANEOUS REPAIR COSTS ____________

TOTAL GROSS COSTS ____________

RESTITUTIONS/REIMBURSEMENTS ____________

TOTAL NET COSTS ____________

DATE REPORTED TO AUTHORITIES

____
AUTHORITY

____
DATE

____
TIME

DESCRIPTION OF DAMAGE (Other Than School Property) ____________________

ESTIMATED REPAIR COSTS ____________ NOTIFICATION: DATE ____________ TIME ____________

FINAL DISPOSITION (Restitution Explanation) ____________________

DAMAGE REPAIR DATE ____________

OTHER COMMENTS AND SUGGESTED PREVENTIVE MEASURES ____________________

INSTRUCTIONS: This form is to be completed for each incident of vandalism. When compiled they provide each district with a historical record of where vandalism occurs, when it occurs, and the individual and aggregate costs of vandalism. This compilation should assist in developing anti-vandalism programs.

____
Name of Person Completing the Report

____
Title

____
Date of Report

D. New Jersey School Boards Association, 1975 School Vandalism Survey (Trenton, N.J., Ocotber 14, 1975).

NEW JERSEY
SCHOOL BOARDS ASSOCIATION
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Dr. Mark W. Hurwitz, CAE Executive Director • Dr. Lloyd J. Newbaker, Jr. Assistant Executive Director

AD HOC COMMITTEE TO STUDY SCHOOL VANDALISM

1975 SCHOOL VANDALISM SURVEY

INTRODUCTION

The New Jersey School Boards Association's Ad Hoc Committee to Study School Vandalism was formed in December, 1975 to investigate and make recommendations for delegate consideration on the complex problems of school vandalism. The Vandalism Committee felt that one of the first steps in its study would be to access the statewide impact of school vandalism. To accomplish this end the Vandalism Committee developed a survey instrument which was sent to every public school district in New Jersey.

A total of 249 responses, representing 42% of New Jersey's 586 operating public school districts, were received.

A. Total vandalism costs for the following classifications:

1. Glass Breakage
2. Fire-Arson
3. Theft (stolen equipment and furniture)
4. Property Destruction (graffiti, smashed furniture, washroom fixture destruction, carved desks and miscellaneous ruination)

B. Comparisons on the costs and incidents of vandal acts for the years 1972-73, 1973-74 and 1974-75
C. Location of vandal acts
D. Occurrence of vandal acts
E. Methods/techniques/devices used to reduce the costs of vandalism
F. Security cost data for the following classifications:

1. Exterior Building Lighting
2. Security Equipment
3. Break Resistant Windows
4. Security Personnel

G. Vandalism and School Security Policies

Survey results for each of the areas of vandalism will be presented in a table format (where applicable) proceeded by a narrative summary and conclusion from the data within the tables. For the purposes of this survey, vandalism is defined as willful and deliberate damage and theft of school property.

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10/14/75 jar

A. TOTAL VANDALISM COSTS - Information was sought in the Total Vandalism Costs section of the survey to arrive at estimated statewide costs for various classification of vandalism. The table format denotes costs for urban, suburban, rural and rapidly growing school districts, with a composite of all responses. Each district category notes the number of responses and the dollar value of the loss. Estimated statewide costs are based on 586 operating public school districts and the Department of Education's estimated 1975-76 enrollment of 1,460,000 using percentages of survey responses.

Table A - Glass Breakage (79% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		*Urban District Responses*		*Suburban District Responses*		*Rural District Responses*		*Rapidly Growing Responses*	
	Number	*Costs*	*Number*	*Costs*	*Number*	*Costs*	*Number*	*Costs*	*Number*	*Costs*
Total Costs	*197*	*$ 973,781.62*	*24*	*$ 370,801.39*	*112*	*$550,592.18*	*53*	*$ 38,546.72*	*8*	*$ 13,841.33*
Mean District Costs		*4,943.05*		*15,450.06*		*4,916.00*		*727.30*		*1,730.17*
Mean Per Pupil Costs		*1.53*		*1.85*		*1.58*		*.69*		*.46*

Estimated statewide glass breakage costs to school districts are projected at $2,288,632.15 based on survey responses. School districts paid 73% of their glass breakage costs. The remaining costs were absorbed in insurance and restitution reimbursements. The high district glass breakage cost was recorded at $162,766.00.

Table B - Fire-Arson (12% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		*Urban District Responses*		*Suburban District Responses*		*Rural District Responses*		*Rapidly Growing Responses*	
	Number	*Costs*	*Number*	*Costs*	*Number*	*Costs*	*Number*	*Costs*	*Number*	*Costs*
Total Costs	*31*	*$402,298.26*	*9*	*$138,111.17*	*19*	*$260,337.09*	*3*	*$3,850.00*	*NO RESPONSES RECORDED*	
Mean District Costs		*12,977.36*		*15,345.69*		*13,701.95*		*1,283.33*		
Mean Per Pupil Costs		*1.46*		*1.00*		*2.02*		*.41*		

Estimated statewide fire-arson costs to school districts are projected at $912,567.96 based on survey responses. School districts paid 17% of fire-arson losses from survey responses. The highest district cost due to fire-arson was recorded at $150,000.00.

Table C - Theft (Stolen equipment and furniture) (54% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		*Urban District Responses*		*Suburban District Responses*		*Rural District Responses*		*Rapidly Growing Responses*	
	Number	*Costs*	*Number*	*Costs*	*Number*	*Costs*	*Number*	*Costs*	*Number*	*Costs*
Total Costs	*135*	*$379,746.18*	*17*	*$181,953.05*	*80*	*$157,848.88*	*33*	*$25,752.13*	*5*	*$14,192.12*
Mean District Costs		*2,812.93*		*10,703.12*		*1,973.11*		*780.37*		*2,838.42*
Mean Per Pupil Costs		*.73*		*1.02*		*.56*		*.63*		*.92*

Estimated statewide theft costs to school districts are projected at $922,641.04 based on survey responses. School districts paid 47% of the costs due to theft. The highest district loss due to theft was recorded at $115,000.00.

Table D - Property Destruction (56% of the districts responding to the survey responded to this question).

	Composite of All Responses		Urban District Responses		Suburban District Responses		Rural District Responses		Rapidly Growing Responses	
	Number	Costs	Number	Costs	Number	Costs	Number	Costs	Number	Costs
Total Costs	139	$432,529.42	19	$117,999.50	86	$300,286.30	30	$11,499.22	4	$2,744.40
Mean District Costs		3,111.72		6,210.50		3,491.70		383.31		686.10
Mean Per Pupil Costs		.93		1.09		1.02		.23		1.02

Estimated statewide property destruction costs to school districts are projected at $1,020,644.16 based on survey responses. The highest district costs due to property destruction was $43,250.00. School districts paid 87% of the costs associated with property destruction.

Table E - Summary of Vandalism Costs based on Estimated Statewide Costs. (Estimated statewide costs are projected based on the percentage of survey responses for each loss classification, assuming that the responses approximate statewide loss experience).

	Estimated Statewide Costs
Glass Breakage	$2,288,632.15
Fire-Arson	912,567.96
Theft	922,641.04
Property Destruction	1,020,644.16
Total	$5,144,485.31

B COMPARISON OF VANDAL COSTS AND INCIDENTS - Information was sought as to whether school vandalism costs and incidents have increased, decreased or remained constant for the years 1972-73, 1973-74 and 1974-75. Tables F and G are formatted to denote percentage responses for cost and incidents of urban, suburban, rural and rapidly growing school districts, with a composite for all responses.

Table F - Cost Comparison

	Composite of All Responses			Urban District Responses			Suburban District Responses			Rural District Responses			Rapidly Growing Responses		
	Higher	Same	Lower	Higher	Same	Lower	Higher	Same	Lower	Higher	Same	Lower	Higher	Same	Lower
1973-74 with 1972-73	30%	38%	32%	40%	24%	36%	37%	38%	31%	25%	42%	33%	23%	44%	33%
1974-75 with 1973-74	47%	33%	20%	50%	29%	21%	50%	32%	18%	37%	37%	26%	71%	29%	----

Based on survey responses, vandalism costs in 1973-74, were lower than vandalism cost in 1972-73. Deviations from the composite totals are found in cost responses from urban and suburban districts. Vandalism costs in 1974-75 were higher than vandalism costs in 1973-74. All district categories reported higher vandalism costs.

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Table G - Incident Comparison

	Composite of All Responses			*Urban District Responses*			*Suburban District Responses*			*Rural District Responses*			*Rapidly Growing Responses*		
	Higher	*Same*	*Lower*	*Higher*	*Same*	*Lower*	*Higher*	*Same*	*Lower*	*Higher*	*Same*	*Lower*	*Higher*	*Same*	*Lower*
1973-74 with 1972-73	25%	46%	29%	28%	40%	32%	26%	49%	25%	22%	43%	35%	23%	44%	33%
1974-75 with 1973-74	35%	43%	22%	42%	42%	16%	32%	45%	23%	34%	39%	27%	71%	29%	----

Based on survey responses, vandalism incidents in 1973-74 were lower than vandalism incidents in 1972-73. The deviation from the composite totals was found in the suburban district classification. Vandalism incidents in 1974-75 were higher than vandalism incidents in 1973-74.

C. LOCATION OF VANDAL ACTS - This section denotes the areas where vandalism was reported as occurring most often. The locations listed below are prioritized from survey responses.

1. Washrooms
2. Exterior of School Buildings
3. Classrooms
4. Playgrounds
5. Halls and Stair Areas
6. Gymnasiums
7. Cafeterias and Food Storage Areas
8. Stadiums and Athletic Fields
9. Parking Lots
10. School Buses
11. Laboratories
12. Office Areas
13. Auditorium and Stage Areas

A total of $323,226.78 in exterior school building vandalism was reported by 106 school districts, which amounts to $3,049.31 mean costs for reporting districts. A total of $121,614.88 in washroom vandalism was reported by 85 school districts amounting to mean costs for reporting districts of $1,430.76. A total of $119,894.10 in classroom vandalism was reported by 60 school districts, which amounts to a mean cost for reporting districts of $1,998.24.

D. OCCURRENCE OF VANDAL ACTS - This section of the survey sought to identify the times when school vandalism is most likely to occur. Respondents were asked to prioritize the times when the greatest amount of vandalism occurred. Responses were weighted and rank ordered as follows:

1. Weekends
2. Holidays
3. Vacations
4. During day school
5. Associated with evening extra curricular events

Weekend vandalism far outweighed vandalism during other times. The responses indicated that unattended buildings, vacant during weekends, holidays and vacation periods, are most often subject to vandalism.

E. METHODS/TECHNIQUES/DEVICES USED TO REDUCE THE COSTS OF VANDALISM - This section of the survey sought information that would identify the methods, techniques and devices most often used by school districts to reduce the costs associated with vandalism. Respondents were asked to identify their most effective means of reducing vandalism costs. Responses can be grouped into the following categories: (1) equipment, (2) personnel, (3) education, and (4) legal activity. Responses for each category are prioritized as to the number of responses per item.

1. Equipment - The largest number of responses where in the areas of security and vandalism prevention equipment. Responses items were ranked as follows:

   a. Exterior Building Lighting
   b. Security Equipment - Alarm Systems
   c. Break Resistant Windows (Lexon and plexi-glass)
   d. Fencing, Locks, Gates, Signs

2. Personnel

   a. Police (including evening, holiday and weekend security checks along with K-9 patrols)
   b. Custodial and Maintenance Personnel (including 24 hour custodial staffing)
   c. Security Guards
   d. Teacher Monitors during the day

3. Education

   a. Community Education
   b. Student Education
   c. Parental Guidance

4. Legal Activity

   a. Preferring charges against vandals
   b. Parental restitution

F. SECURITY COST DATA - This section of the survey sought information as to the cost of the varied security methods, techniques and devices used to reduce vandalism costs. Responses are from 1973-74 school district data. Responses are recorded for urban, suburban, rural and rapidly growing school districts, with a composite of all responses.

Table H - Exterior Building Lighting (36% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		*Urban District Responses*		*Suburban District Responses*		*Rural District Responses*		*Rapidly Growing Responses*	
	Number	***Costs***	***Number***	***Costs***	***Number***	***Costs***	***Number***	***Costs***	***Number***	***Costs***
Total Costs	*90*	*$218,592.48*	*14*	*$59,085.28*	*52*	*$134,188.00*	*3*	*$6,793.00*	*21*	*$18,526.20*
Mean District Costs		*2,428.81*		*4,420.38*		*2,580.54*		*2,264.33*		*882.20*
High District Costs		*20,000.00*		*19,000.00*		*3,793.00*		*4,900.00*		*20,000.00*
Low District Costs		*20.00*		*800.00*		*50.00*		*20.00*		*500.00*

Estimated statewide exterior building lighting costs for school districts are projected at $512,381.76, based on survey responses.

Table I - Security Equipment (Alarm systems, locks, TV systems, etc.) (39% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		*Urban District Responses*		*Suburban District Responses*		*Rural District Responses*		*Rapidly Growing Responses*	
	Number	***Costs***	***Number***	***Costs***	***Number***	***Costs***	***Number***	***Costs***	***Number***	***Costs***
Total Costs	*98*	*$1,322,960.88*	*16*	*$916,451.83*	*59*	*$324,836.05*	*18*	*$39,507.00*	*5*	*$42,166.00*
Mean Costs		*13,499.60*		*57,278.24*		*5,505.70*		*2,194.83*		*8,433.20*
High District Costs		*539,234.00*		*539,234.00*		*36,780.00*		*10,000.00*		*38,235.00*
Low District Costs		*20.00*		*396.00*		*60.00*		*30.00*		*200.00*

Estimated statewide security equipment costs for school districts are projected at $3,085,198.58, based on survey responses.

Table J - Break Resistant Windows (26% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		*Urban District Responses*		*Suburban District Responses*		*Rural District Responses*		*Rapidly Growing Responses*	
	Number	***Costs***	***Number***	***Costs***	***Number***	***Costs***	***Number***	***Costs***	***Number***	***Costs***
Total Costs	*65*	*$249,773.74*	*13*	*$ 60,369.30*	*41*	*$178,518.89*	*9*	*$7,668.75*	*2*	*$3,216.80*
Mean Costs		*3,842.67*		*4,643.79*		*4,354.12*		*852.08*		*1,608.40*
High District Costs		*37,800.00*		*22,713.76*		*37,800.00*		*4,280.00*		*2,216.80*
Low District Costs		*19.75*		*200.00*		*20.00*		*19.75*		*1,000.00*

Estimated Statewide break resistant window costs for school districts are projected at $585,469.20, based on survey responses.

Table K - Security Personnel (Guards and non-teaching personnel used for security and monitoring) (24% of the districts responding to the survey responded to this survey question).

	Composite of All Responses		Urban District Responses		Suburban District Responses		Rural District Responses		Rapidly Growing Responses	
	Number	Costs	Number	Costs	Number	Costs	Number	Costs	Number	Costs
Total Costs	60	$3,580,643.28	13	$3,246,293.36	35	$290,930.36	9	$41,819.56	3	$1,600.00
Mean Costs		59,677.39		249,714.87		8,312.30		4,646.62		533.33
High District Costs		2,565,837.00		2,565,837.00		56,354.00		12,007.56		650.00
Low District Costs		100.00		500.00		100.00		850.00		400.00

Estimated statewide security personnel costs for school districts are projected at $8,393,023.91 based on survey responses.

Significant costs were reported for fencing (29 districts reporting costs of $61,277.95, representing a mean district cost of $2,113.03), window guards (2 districts reporting costs of $17,671.00, representing a mean district cost of $8,835.50), and K-9 patrols (2 districts reporting costs of $26,406.20, representing a mean district cost of $13,203.10).

Table L - Summary of Vandalism Security Costs on Estimated Statewide Costs (estimated statewide costs are projected based on the percentage of survey responses for each security cost classification, assuming that the responses approximate statewide loss experience).

	Estimated Statewide Costs
Exterior Building Lighting	$ 512,381.76
Security Equipment	3,085,198.58
Break Resistant Windows	585,469.20
Security Personnel	8,393,023.91
Total	$12,576,073.45

G. VANDALISM AND SCHOOL SECURITY POLICIES - This section of the survey sought to determine the extent of school district policies concerning vandalism and school security. Table M is formatted to record percentage responses for urban, suburban, rural and rapidly growing school districts, with a composite of all responses.

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Vandalism Committee
1975 School Vandalism Survey

Table M - Vandalism and School Security Policies

	Composite of All Responses		Urban District Responses		Suburban District Responses		Rural District Responses		Rapidly Growing Responses	
	% YES	% NO	% YES	% NO	% YES	% NO	% YES	% NO	% YES	% NO
Capture vs. Deterring Vandals	45%	55%	39%	61%	45%	55%	40%	60%	50%	50%
Policy Interrogation of Suspected Student Vandals	59	41	72	28	62	38	47	53	64	36
Trespassing-Controlled Access	62	38	72	28	63	37	59	41	44	56
Security Measures - Use of Specific Security Measures	40	60	50	50	38	62	38	62	38	62
Training Security Personnel	8	92	24	76	10	90	0	100	0	100
Reporting Vandalism	81	19	100	0	83	17	67	33	90	10
Parental Restitution of Costs	84	16	98	8	88	12	71	29	90	10
Municipal Cost Sharing for Vandal Prevention	15	85	13	87	16	84	12	88	10	90
Community Involvement	55	45	46	54	60	40	48	52	60	40
Student Involvement	66	34	77	23	73	27	51	49	30	70
Construction Design to Minimize Vandalism	29	71	46	54	26	74	25	75	50	50

Most boards of education, as indicated from survey responses, have addressed via policies the problems of (1) police interrogation, (2) trespassing, (3) reporting vandalism, (4) parental restitution of vandal costs, (5) community involvement, and (6) student involvement. Vandalism areas not addressed by the majority of school districts, as indicated by survey responses are (1) the capture vs. the deterring of vandals, (2) the use of specific security measures, (3) the training of security personnel, (4) municipal cost sharing for vandal prevention, and (5) construction design to minimize vandalism.

SURVEY HIGHLIGHTS

1. A total of 249 responses was received from the 586 operating public school districts in New Jersey. The 42% response to this detailed survey is viewed as a representative sampling by the Vandalism Committee.

2. The greatest school district response to the Vandalism Survey was recorded in the glass breakage classification, with a 76% response rate.

3. The total estimated statewide costs to school districts due to vandalism are projected at $5,144,485.31, based on survey responses.

4. The total estimated statewide costs for vandalism reduction and prevention are projected at $12,576,073.45, based on survey responses.

5. The combined annual expenditures made by New Jersey's public school districts are estimated at $17,720,558.76 as projected from survey responses.

6. Districts reporting to the survey indicated that vandalism most often occurred in washrooms (mean costs of $1,430.76 per district) and to school building exteriors (mean costs of $3,049.31 per district) on weekends, holidays and vacations, indicating that vacant school buildings are prime targets of school vandals.

7. The estimated statewide costs for security personnel is projected at $8,393,023.91, based on survey responses.

8. The most frequent responses to vandal reduction methods (exterior lighting, security equipment, break resistant windows and security personnel) indicate an emphasis on immediate solutions to vandalism problems. Long range solutions in the area of community involvement, parental guidance and pupil education received fewer responses.

9. Most boards of education have addressed the problems of school vandalism and security in the areas of policy interrogation, trespassing, reporting vandalism, parental restitution for vandal acts, community involvement and student involvement.

VANDALISM COMMITTEE STATEMENT

The New Jersey School Boards Association's Ad Hoc Committee to Study School Vandalism expresses its sincere appreciation to those school districts responding to the survey. The survey results will be of tremendous assistance to the Committee in concluding its work. The survey results should be used by school districts to assess the extent of vandalism in their districts and to compare vandalism losses with vandalism reduction and prevention costs.

COMMITTEE LIST

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E. Report on On-Site Visitations of the Department of Education's Task Force on Reducing Violence and Vandalism: January-March, 1979.

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #1

The climate in School #1 was relaxed and orderly. Interaction between and among students and staff was positive. The principal exhibited an air of confidence and friendliness towards the members of the school community. He appeared to maintain an excellent relationship, both professional and personal, with the students, teachers, and other school staff.

This interpersonal climate is enhanced by a definite attempt to establish lines of communication between all concerned parties. An open door policy allows all students access to school staff, including the Superintendent who meets regularly with twenty nine students to discuss problems.

The visiting team perceived a definite sense of pride in the school. Student interviews supported this feeling. There appears to be active participation in school activities by students.

During change of classes, there was the usual chatter and clowning by students, yet the process was orderly. Once again, this demonstrated a degree of relaxed control on the part of student and staff.

Corridors were monitored by teachers. A few students were observed in the halls. It was not determined whether they had permission to be there. One teacher was questioned regarding the presence of a group of students at an exit. He informed us that he knew them and that they had his permission to wait there for a bus.

The cafeterias were visited during one of the lunch periods. Both the students and the physical appearance of the cafeterias were orderly. Each cafeteria was monitored by one teacher and two aides.

There appears to be a problem with the male students' bathrooms. Only two rest rooms are open due to problems with accepted use of these facilities. There have been problems with cigarette and marijuana smoking in these areas. An attempt was made by the administration to allow students to patrol the bathrooms, but this policy proved to be unsuccessful. The visiting team agreed that the lavoratory which was observed was relatively well kept, although some members pointed to the fact that mirrors had been removed, there was no toilet tissue, and the radiator cover was pushed in. Other members considered these points to be minor. Graffiti did not appear to be a major problem in this lavoratory.

All the young womens' lavoratories were open. Students informed us that smoking was common in these areas and that teachers did not enforce the no smoking rule. The all male visiting team did not directly observe these facilities.

The building is located in a residential area. Student tresspassing on private property was a problem in the past, but has been effectively dealt with through school-police cooperation. The building and grounds are well maintained and attractive. There are many doors in the school which do not close properly, but because of the open campus policy, there is no problem with unauthorized exit or entrance by students. We were informed that funds are not available for the repair of these doors.

The school possesses some attractive murals which were painted by students. The absence of graffiti on these murals or damage to them reinforced the visiting team's perception regarding school pride.

Some minor window breakage was observed by the team. Because they were not effective, the original lock on the hall lockers were removed and replaced with students' locks. We were informed by students that theft of personal property from these lockers is usually the result of neglect on the owners part, i.e. failing to securely close the lock or the locker.

Most student thefts occurred in the gym when students fail to place a lock on gym lockers. Students are required to remove their locks and personal articles from the gym locker at the end of their gym period. This appears to be an effective means of reducing thefts in the gym.

Graffiti was observed on the bulletin boards in the gym area and damage to wall mats in two gyms was noted. We were informed by students and the principal that damage to these mats was probably not malicious and may have occurred after school hours when the gym is open to the public and supervised by non-school personnel.

The parking lot is enclosed by a double chain link fence. In the evening, a chain is placed across the entrance to the school grounds. This was done in response to after hour tresspassing. The area is patrolled regularly by the police department.

There are locks on the windows and doors. A security alarm was installed, but because of extensive use of the building by the community and accidental triggers to the alarm system, it was inactivated. The building is well lighted, but does have windows which are accessible from the ground. We assume that since the building is a two story structure, the roof is not easily accessible from the ground.

There does not appear to be a significant problem with violence and vandalism within the school. Minor disruptions are dealt with immediately by staff personnel. Classroom discipline problems are attended to by the teacher or are referred to the department chairperson when deemed necessary. The department chairperson may refer the disruptive student to one of the *four administrative representatives. The administrative reps are teachers who are assigned the responsibility of disciplining students. They work closely with teachers and guidance counselors. A consistent discipline policy is followed. There is extensive cooperation with the police.*

Parental conferences are found to be an effective means of preventing and dealing with student discipline problems. The Task Force Members were impressed by the degree of cooperation between the school, police, and community.

Developing student pride and preventive measures taken at the elementary level were emphasized. The schools measures for dealing with the problem of violence and vandalism are numerous and complex. The approach to solving the problem is not limited to the school, but extends into the community.

The visiting team believes that parental and community involvement and a positive school climate are the major measures which contribute to the favorable absence of significant violence and vandalism problems in the school. These measures are supported by a consistent and fair discipline policy, and sound organization.

Recommendations:

1. *Train a small group of staff members to deal with the problem of violence and vandalism (a core of decision makers).*
2. *Train teachers in effective means of dealing with problem students in the classroom.*
3. *Develop parent training workshops.*
4. *Develop alternative educational programs.*
5. *Emphasize organizational development.*
6. *Improve community relationships.*
7. *Design a model school for presentation to problem districts.*
8. *Deal with the problem at the elementary level.*
9. *Encourage active teacher involvement.*

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #2

According to those individuals who were interviewed, violence and vandalism are minor problems in this school. The apparently low incidence of violence and vandalism seemed especially significant to the visiting Task Force Team since there appeared to be a number of factors which, under certain circumstances, might contribute to a negative school climate. (The visiting Task Force members agreed that the climate in this school was of a positive nature). These factors included student sharing with sending districts, no identifiable, immediate community, (the school is located in a rural area) low parental participation in school affairs, and low involvement by students in school activities. Many of the students are referred to this school because of academic or psychological problems in their home districts. This referral is sometimes a "last chance" measure. During their visit, the Task Force members were interested in identifying those policies which counterbalanced, or effectively overcame, the negative factors.

The principal appears to be a major contributor to the existing school climate. He interacts on a friendly, yet authoritative manner with students, and appeared to know the names of many of them. He is highly visible and makes himself available to students. During the visit he was observed consulting with students without the usual protocol involving an appointment and office meeting. His familiarity with the student body was demonstrated during one incident in which he approached a student who appeared to be wandering in the halls and whom he did not recognize. The student proved to be a newcomer to the school and was having difficulty finding his class. This agreeable relationship does not appear to be limited to students -- it also appears to extend to teachers and other school staff.

A sincere attempt is made to open all channels between staff and students. Teachers, guidance counselors, and administrators are encouraged to interact on a one to one basis with students. We were informed that students are aware of this policy. Guidance counselors are located in a number of areas throughout the school in order to decentralize and facilitate student access to their services.

Hallways are monitored by all personnel. The school employs a small number of part-time security personnel and one full time security person whose authority is limited to informing students of school policy and referring student infractions to the administrator. The faculty is requested to stand in the corridors during change of classes and monitor the passing of students. Those persons interviewed believed that this concerted effort by the staff is a major factor responsible for the low incidence of violence and vandalism in the hallways. The staff's views on the orderliness of the halls and change of classes were supported by observations made by the visiting Task Force members.

The cafeteria was orderly and clean. This area is also used by senior citizens, a policy which may contribute to the absence of problems in this facility.

There was some minor damage in the lavoratories which were visited. Specific items cited included removal of ceiling times, and a damaged towel dispenser and air vent. Graffiti did not appear to be a problem. Damage to a gym locker and hallway trash cans was noted.

Although the problem of vandalism and violence has been reduced and is currently at a low level, it does still exist. False alarms are an example of recent problems.

There is a student drug problem, especially with the smoking of marijuanna in the parking lot. Theft of personal property in the gym locker room and theft of school equipment were also cited as persistent difficulties. Violations in these areas are considered to be a police matter and are referred to the local juvenile division, a community organization with which the school as an excellent relationship.

Students are given a policy hand book which is revised annually. Policy development is the responsibility of all members of the school community. The discipline code appears to be consistently enforced by school administrators. Detention and suspension are employed as well as student counseling. Parental involvement is also relied on in dealing with student problems. A definite attendance and tardiness policy has been formulated, but it was suggested by a staff member that the procedures for dealing with other infractions be outlined in order to clarify disciplinary actions to be taken in these cases. The current administration has been in office for a number of years. This was considered by personnel to be a major factor in the consistency of school policy.

It was emphasized that the students awareness that being in this school is a privilege contributes to their positive behavior. A student who is a chronic problem can be assigned back to his home school. Attending this school is considered by some to be a reward for good performance.

An open school policy was presented as a reason for the low incidence of vandalism after regular school hours. The facilities are used until 11:00 p.m. and students have access to the school gym at 7:30 a.m. The presence of the custodial staff during the night was given as an additional deterrent to school crime.

It was suggested by persons interviewed that the problem could be reduced further through in-service programs which train teachers and other school personnel to deal even more effectively with interpersonal relations. More careful design of school buildings and greater interaction between school and community, i.e., parents, were also cited as means of confronting the problems of violence and

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #3

This school building is a fairly new facility, with ultra modern services, and a population of approximately 4,400 students. (It was built for 3,600) Classes are very, very crowded.

School climate appeared to be good, and students appeared to be quite involved in their tasks and attended to their routine with little or no prodding. The principal has a good rapport with the students as all seem to know him and constantly acknowledged his presence. The same was true for the staff.

Students and adults related well. Spirit was very high and students have some say in school operations.

I.D. cards are carried by students, but few were noticed in situations that required them to show the cards.

Disruptive students are isolated in a separate program located at the Superintendent's office where they receive their required instruction.

Students move orderly and purposefully from one assignment to another, under good internal and outside control.

The cafeterias are very well kept, quiet and orderly. Meal time seems to be a common point of enjoyment for students. After lunch there is no mess on floors or tables.

Bathrooms we observed were spotless although several students indicated that was not the norm, and that bathrooms were not the safest place to be.

Teacher "agreement" did not appear to hamper staff assignment in any way.

Since the building is fairly new, its condition is generally good. No excessive or extensive graffiti on lockers or walls, and any seen is immediately removed.

Grounds remind one of a college campus - very well planted and kept.

The school is surrounded by a mixed neighborhood and a hospital.

Large number of students walk, although many more drive to school.

The security system consists of a complete closed circuit TV monitoring set, 10 security aids with walkie talkies, and a uniformed police officer assigned to the complex full time. Doors and windows are constantly locked. From the outside the roof and windows are very hard to reach.

The security system is very effective. We saw an example of it in action while there. A suspected purse snatcher entered the building fleeing arrest. From his entry to when he was first spotted and captured took approximately 7 minutes, amazing considering the enormity of the structure and the number of students present.

Causes of Violence and Vandalism (Gathered from the discussion group)

- Non effective court system
- No positive home environment
- Transient population
- Students fearful of reprisals if they report incidents
- Problems not in school, but are brought in from community
- Inconsistent enforcement of rules
- Students not really aware, or care about consequences for their misbehavior
- Lack of proper teacher training
- Staff not familiar with students (too many)

Recommendations:

- Agency to deal with students, or give schools the power to to what they must do.
- Alternative to public school program for "problem students".
- More interaction between community groups and the school
- More dialogue between students and teachers on school related topics
- Orientation sessions needed
- More parent involvement
- Have judge visit or do internship in public schools; legislators too.
- State should spend more time talking to kids.
- Students are the key to any positive change.

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #4

This school is a Regional High School, located in central New Jersey. The student population is approximately 1,250. There is a very strong influence from a military base near by - transient population. A Vocational school is located on the main campus and Vocational students share both facilities.

The administration consists of a school superintendent, building principal, and vice principal, mainly in charge of discipline. Students have a high degree of familiarity with the vice principal.

Students were generally observed to be quite involved in their classroom activities, and generally interested and involved in the school as a whole. The school was orderly run and movement was very purposeful.

The cafeteria is a major problem area. It was not built for general lunch facilities and cannot accommodate the number of students each lunch period contains. There is primarily one person responsible for clean up duty there, and the students leave the floors littered.

Bathrooms were fairly well kept. No student lounges were noticed.

School personnel are assigned to various duties as a part of their regular responsibilities.

The building is generally well kept, with a minimal amount of hallway litter. Janitorial staff have standing orders to clean graffiti when noticed.

The school is isolated from the community at large, with the closest structures being military housing units.

Students drive and are bussed to school, although some live within walking distance.

Security is average, with the usual precautions: locked doors and windows, outside lighting, some fencing and infrequent patrolling. No security persons were noticed on duty while we were there.

By virtue of its location, and lack of constant use, the school is susceptible to vandalism if someone were serious enough to attempt it.

There seemed to be very little parent participation in the functions of the school.

Staff reaction towards the administration is mixed between effective and ineffective.

Students seem to sense the school as being "too easy" as far as offenders are concerned.

Causes for School Problems (as collected from the interviews and group meetings)

- -School not able to deal effectively with problems it faces.
- -Society is violent "This is an angry world"
- -Boredom
- -Peer pressure
- -Lack of parental responsibility
- -Lack of community involvement
- -Students testing authority
- -Teachers not communicating with the students
- -Lack of training or how to deal with problems
- -Lack of respect for authority
- -Anger, rage, insensitivity
- -Drugs, and alcohol
- -No positive peer influence
- -Staff mishandling of incidents
- -Poor intergroup relations (at times racial)
- -Rules not always enforced or fairly applied
- -General feeling of not knowing what policies are
- -Bureaucracy (scheduling, lunch)
- -No way for students to vent their emotions
- -Poor home life (violence in homes)
- -Subjects offered at a level higher than student ability
- -Child study team not realistic
- -No knowledge of extent of student rights and teacher rights
- -Situations handled too slowly
- -Students frustrated over being unable to shape their destinies.
- -Chain of accountability too long and cumbersome; burden of proof on the wrong shoulders
- -Little or no respect for non personal property
- -Acts of vandalism done mindlessly
- -Lack of pride (small percentage of student body)
- -Need to look and feel important and successful
- -Scholastic failure

Recommendations for Improvement

- -Make staff deal realistically with the fact that they are not reaching some students with their present materials and methods
- -Early prevention program (Jr. and Sr. High too late!)
- -Better teacher preparation to cope with the problem of violence and vandalism
- -Better counseling to make schools more responsive to student needs
- -Better record keeping for transfers
- -Course on being a human being

- Better cooperation among community groups and agencies
- Indicate to Juvenile Justice System displeasure over how they are operating
- More community involvement in schools
- Develop an institution to meet the needs of students that can't function in school or penal climate
- Create local Violence and Vandalism Task Force
- Parents should observe their students more often
- Develop greater student and parental accountability
- Better state regulations concerning drug abuse
- Development of sound, effective emergency procedures
- Convene conference between educational and juvenile justice divisions
- Improve the attitudes of the parents and the students

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #5

This school is a large urban school, with a campus like setup housing nearly 3,200 students. Built in the early 30's, the structure is well preserved and attractive.

The students relate extremely well to the principal and nearly all the administrative staff.

Some concern was mentioned about the level of efficiency of the security staff and how they related to the student body.

Pride was a major concern of the students. They felt it necessary to instill a greater sense of pride in the student body, and hopefully change the image of the school.

Because of the size of the school, ID cards are at present impractical. Identification is left solely up to the security and administrators.

Disruptive students aren't entered into any alternative program of significance. In most cases they return to school from suspension relatively quickly. While they are out though, staff members bring them homework assignments so that a minimum amount of school work is missed.

During class change there is a minimum of chaos, the vast majority of students move orderly to their next assignment.

Bathrooms are fairly well kept, although there is a great deal of graffiti over most the the school and bathrooms. No student lounges as such. Monitoring is done by security aides.

The "agreement" as such seemed not to hinder personnel assignments.

The grounds are well kept and the building, except for the graffiti on walls and lockers, is fairly attractive.

Many lockers were damaged and a number of broken windows were noticed.

The school is surrounded by a suburban like community, with many single family dwellings, a hospital and park included. Most of the students walk to school.

The security set up is fairly well organized. There is a policeman assigned full time to the building and the grounds are patrolled at night by a prowl car. K-9's are used inside the buildings at night as well as a sound detecting system hooked up to police headquarters.

The construction of the building lends itself to problems because of the many out of the way hallways and stairwells. A number of incidents have occurred in these areas and they are a haven for cigarette and "pot" smokers.

Recommendations

- -Publish the names of offenders and treat them as adults for adult offenses
- -Hold parents responsible for their children's torts
- -Take away the ease in which a General Education Diploma can be earned
- -Require students to wear a uniform, similar to private and parochial schools
- -Attendance should be a privilege, not a right. Keep "unworthy" students out
- -Alternative to public school for disruptive students
- -Extensive placement and follow-up guidance service for non-college graduates
- -Additional personnel trained to assist guidance staff, as well as attendance officer and discipline officer
- -Eliminate co-ed classes in some areas
- -More student after school activities
- -More parent cooperation in school programs
- -Re-examine Title 18A and bring all school related laws up to date
- -Upgrade security jobs and make them more attractive
- -Make teacher rights as extensive as student rights

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #6

This school is a large urban high school housing approximately 2,900 students. The school is surrounded by an impacted urban area, with a number of multi-family dwellings near school grounds. The school itself is divided into two buildings, the larger housing grades 10-12. The vast majority of students walk to school, and many leave school for lunch. (This school is one of a number of high schools in the city and has the worst reputation, which staff and students felt was somewhat undeserved.)

The principal is readily recognizable to the students. There are five other administrators that handle the majority of the student population plus a security force of fifteen. There was mention of the poor quality of many of the security personnel, but there seemed to be no observable problems that day.

The building (10-12) is very old and in poor condition. There is massive damage to lockers on all floors and rampant graffiti. Some repair work is presently underway, but it in no way keeps pace with inflicted damage. It was noted that most damage externally was done by students not attending the large school. The building holding the 9th grade is newer and in much better condition. Student behavior is no better, and in many cases a lot worse, but the facility is much more attractive.

The principal is somewhat new at the school, working formally at another assignment within the city. His program is slowly taking hold in the building, and even though discipline at times is a problem and policies and procedures are somewhat unclear, staff rapport with students prevents conditions from worsening.

School morale and spirit were low. Many of the students seemed to have accepted the label placed on them by the public.

Students have a very limited role in planning and conducting school activities.

Students carry no ID cards and intruder identification is left up to security personnel.

Disruptive students are not adequately dealt with. There are no effective programs to deal with them, and very little guidance for them.

Students move purposefully and orderly to their assignments with a minimum of monitoring. Bathrooms are very poorly kept. There are no student lounges, but students congregate in "hard to see" areas and these are the major crime and problem places for security and school administration to deal with.

The board of education is somwhat involved with the school and there is some parental support, but much below the level necessary.

Recommendations

-Better trained, paid, and assigned security persons
-More court support for administrative recommendations
-Alternative program for disruptive students
-More state aid (financial)
-Better trained staff (from colleges)
-Parental responsibility for student crimes
-Positive coverage by media
-More police-school cooperation

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #7

The opinion regarding the degree of the problem of Violence and Vandalism in this school varied among Task Force Members. One member emphasized that although there is a large minority student population, the school does not appear to have a great problem with violence and vandalism. He observed that the greatest problem seems to be graffiti in the bathrooms and the breaking into lockers in the boys gym. He also noted that although teachers are stationed in the bathrooms between classes to prevent their use, there is no adequate monitoring system in the ahlls while classes are in progress.

The Task Force Members suggested that the lack of violence may be attributed to the presence of plain clothed, armed police in the schools. He added that another reason for the absence of major problems may be school pride and the consistent and strong discipline policy. It was noted that all students receive a copy of the school rules and regulations. A written receipt is required to ensure that all students are aware of the policy.

When a student cuts a class, the teacher submits a cut report. The case then becomes the responsibility of the vice principal in charge. A warning is issued for the first cut, the next step is in-school suspension, a policy which prevents the student from becoming a community rather than a school problem. If deemed necessary, students involved in fights are given three to five days in school suspension. Three days in school suspension is given to students that are found smoking in the school.

Another member concluded that a problem does exist because of the following factors: 1) Police are stationed in the building; 2) The cafeteria is very tightly monitored; 3) The lavoratories that were visited showed evidence of previous vandalism, i.e.no toilet tissue holders, no doors on the toilet stools, broken tiles, and missing sinks; 4) The absence of latches from the exterior doors (it was evident that they had been removed); 5) Smoking appeared to be a problem in the lavitories; 6) Students stated that they had little or no help from guidance counselors, "they were too busy with cuts, tardiness, and absenteeism; 7) One student stated that parents are afraid to report acts of violence because of fear of reprisal.

School visitations are limited to parents who are escorted. We were informed by school officials that parental involvement in the school is relatively low. Students possess ID cards which must be used in library, when late, and to obtain a meal ticket. Although students are officially required to carry the ID cards at all times, they are usually not penalized if they fail to do so. One task force member noted that he entered the school rather easily and was not approached by a school official. Although the halls were relatively well ordered, he did not *observe a great deal of supervision. A feeling was expressed by some Task Force Members that the visit was too well planned. One member noted, that we saw only a few areas of the building including the main office, the main corridor, the cafeteria (which were well monitored) and the newest addition of the building. The students with whom we met were handpicked student leaders, and with the exception of those with whom we initiated a conversation in the halls and cafeteria, no teachers were officially interviewed.*

Those students who were interviewed indicated that the school spirit was good. They were concerned with the bad press given to the school by local newspapers. The students suggested that teachers should be more considerate and consistent in dealing with them.

During group meeting with school and district administrators, board members, and community representatives a great deal of concern was expressed regarding a testimony given by a district teacher at one of the regional hearings.

An active attempt to prevent vandalism is made through the use of student hall monitors and a vandalism fund from which money not spent for repairs goes to the student classes.

TASK FORCE ON VIOLENCE AND VANDALISM

On-site Visit - #8

The school climate appeared to be relaxed and well disciplined. This climate was maintained in the classroom, hallways, and cafeteria. All of these areas were monitored by teachers. Students are required to show a pass in the halls. This area was orderly both during and between change of classes. A similar condition was observed in the cafeteria, an area which is also used as a study hall and an upper class student lounge. Because the school has a closed campus policy, extensive use is made of cafeterias.

The principal knew many of the students encountered during the visit. The visiting Task Force Members felt that the amount of personal interaction between the head school administrator and the student body was limited.

Although the group of students with whom the task force met indicated that school pride was low, the extensive participation in school activities indicated that this may not have been a valid communication. The school employs a full-time activities director who is responsible for all extra curricular activities.

Those lavatories which were visited were clean and in relatively good condition. There were no toilet stalls in the boys lavoratories, a condition which has existed for a number of years and was not the result of recent vandalism. A general absence of the graffiti in this area was noted. We were informed that problems with smoking were usually limited to one heavily used girls lavoratory.

The school is located in a residential area with a large number of garden apartments. One third of the students are bussed to the school, the remaining two thirds are within walking distance.

The physical plant is old and poorly designed but an active attempt is made to keep it in good condition and maximize the use of facilities. Overcrowding, a possible reason for student discipline problems, was indicated by the adaptation of store rooms and extra curricula facilities as office and classrooms.

Although some ceiling tiles destruction was observed, direct evidence of extensive vandalism was limited. Over the years windows and vulnerable areas have been replaced with plexiglass. Recent cases of violence and vandalism include broken windows, locker thefts, fighting among students, marijuana smoking, and drinking problems. A bomb scare was recently reported at the community's second high school.

Depending on the severity of the infraction, students are suspended, expelled, or prosecuted. All acts of vandalism are reported to a number of officials including the principal, the mayor, and board president. The cost of the damage is then posted. This cost is deducted from a twenty thousand dollar *district vandalism fund. The amount of money remaining at the end of the year is evenly distributed among the schools and grades. Cases of violence and vandalism can be reported anonymously by phone through a system termed Code 1. The system has been successful at the community's second high school.*

There is a large playing field on the school grounds. There have been incidents where school property has been destroyed. It has not been determined who has been responsible for this destruction.

There are locks on windows and doors and an exterior security alarm system has been installed. Recently this alarm system was instrumental in notifying the police of a school intruder who was apprehended while removing two typewriters from the building.

Since the building is a single story structure the windows and the roof are accessible from the ground level. No significant hiding places were observed in the facility.

All home night activities are monitored by the police and school personnel. Most discipline problems in the school are handled by a vice principal in charge of discipline.

Recommendations made by the student group with whom the Task Force met included: 1) Develop a peer counseling program; 2) Increase input from teachers and students in the development of school policy; 3) Demand that parent reimburse the school for damage done by their children; 4) Emphasize punitive measures; 5) Increase the number of recreational facilities in the community; 6) Institute in-school suspension.

Recommendations made by teachers included: 1) Develop a course of study on values and citizenship; 2) Increase school autonomy in the administration policy.

A recommendation made by administrators, board members, and business representatives was to develop and institute an alternative program for disruptive students (residential and non-residential) on a regional basis. The High Fields, Ocean Fields and Voorhees Programs were given as examples.

A committee represeing the school and community has written a report on vandalism in the township. Specific recommendations were given in this report, a copy of which was presented to the Task Force Members.

F. A Summary of the Recommendations from Persons Giving Testimony at the Public Hearings of the Department of Education's Task Force on Reducing Violence and Vandalism: January 29, February 1, and February 6, 1979.

Recommendations from Persons Submitting Testimony at the Hearing on Violence and Vandalism in Morris Plains. January 29, 1979

Herb Weintraub He believes these things contribute to the lack of problems in Pompton Lakes:

- Smaller schools
- Developing pride in your community
- Positive publicity
- Keep your building looking as new as possible
- Staff should concern themselves with *all* students, not just the ones in their classes
- Use staff to supervise rather than security

- Consistantly enforce rules
- Grant special priviledges to deserving students
- Channel student energy and frustration into clubs and athletics
- Don't let kids drop out
- Install good alarm systems
- Keep schools in constant use

Irvin L. Kutash

- At the societal level, correct social causes, re-establish religious and moral values, return to close knit family unit and community.
- Identify high risk families and provide education and therapy

- Keep extra curricular activities even at the risk of increasing the budget, these expenses can be recouped in reduced vandalism
- Make students a part of the solution

Bob Reynolds

- Project pride, pg 36-44 inclusive, Morris Plains Testimony

Jean Aires

- Take the cases out of the hands of school authorities
- Constantly pressure the courts through parent and teacher groups
- Keep issues in the press
- Insist on maximum sentences for offenses that warrent them

Mr. Callison and Detective Stumf
Adelphi Team

- police and school personel who come up with community impact programs to attack vandalism prevention based, the program seeks to involve youngsters who are present problem children or those who give indications they may be problems in the future. They strive to build positive images by using community persons to assist in the school operation. Police interact with the students at a much earlier age and students learn to respect law and authority
- CETA person (Social work out reach) assigned on a 24 hour call basis to work in community during non school hours. Schools are kept open even during vacations. Extensive use of crisis home system for JINS.24 hour seven day a week counseling.

ective Sergeant Howard Shaw

- Put into effect programs to teach kids not to deface property, on a statewide basis.
- Schools should follow through on seeking restitution for damage done by vandals.
1 not successful there, the matter should be referred to the courts.
- Lighting should be such that potential vandals cannot get close to a school
- Up-grade security officer position
- Keep accurate records of incidents of violence and vandalism, perhaps institute common state wide procedure
- Mark all tools and property with school identification

- Train all new school personel in dealing with violence

Assemblywoman Rosemary Totaro

- Preventive programs must be instituted or expanded that are aimed at educating of youth against committing crimes
- Address truancy as well as violence and vandalism
- Students with academic difficulties should be offered viable vocational training and other educational alternatives
- Violent youth must be sep rated from peers
- More funds expended and closer coordination between agencies that work with kids
- Increase foster and group homes

Dr. James Kane

- Student community school beautification program. Community artwork plus plantin g shrubs on the campuses of the district

- Establish a parent/citizen alert committee
- Put into effect an after dark curvew.
- Put into operation an employment service for younger teenagers

Dr. Mary Ellen Curran

- Implement community educational program. They feel violence and vandalism are community problems and they cannot be fully delt with in school

Patrolman Eugene Steele

- Combat vandalism through programmed phases, K-3 safety, continue on up through establishing credibility by letting students know your efforts are in their best interests, because these problems cost them money
- Develop peer pressure so that the students themselves begin to stop vandalism
- Structural changes to the building so incidents of vandalism can be easily clean ed and breakage prevented or lessened

Jill Kirwen

- When an incident of violence and/or vandalism occurs and no names are forthcomin g the funds for repair come out of the general student treasury
- Change the state laws where they concern a student returning to school after suspensions

Diane Ulbrich

- No recommendations as such

Pat Dowd, Rocco Calaluzzi, Robert Giordano

-No recommendations as such

Mel Klein

No recommendations

Randy Polek, Nina Zubkoff

-Build a sense of school identity through a "spirit" program
-Decrease the failure syndrome by eliminating tracking
-Increase student activities within the school

Fred Johnson

-Psychological counseling for those students with poor images of themselves and their communities

Dr. James P. B. Connerton, Mr. Frank Totten

-Support legislation to establish a maximum time between classification of a student and referral to an appropriate program

-Support senate bill 1455, calling for mandatory expulsion of students committing violent acts
-Increase communication among the sectors of society that can help solve the problems in the school
-Investigate how television affects youngsters and assist parents in gaining more control of their students
-Re-educate parents to the "right" way to raise their children
-Teacher effectiveness training

Mr. Donald Miller

-State funded youth worker for districts that have problem youngsters who create vandalism and violence in schools

A SUMMARY OF RECOMMENDATIONS FOR REDUCING VIOLENCE AND VANDALISM - TRENTON PUBLIC HEARING

Ms. Yaskin - First Assistant Attorney General

- record keeping system
- parental liability law
- expansion of juvenile diversion programs
- reorganization of present court system
- allowing for disclosure of Juvenile Court information to the victims of delinquent crime
- allowing for the exchange of information concerning juveniles between law enforcement agencies
- require the establishment of uniform state-wide standards for juvenile delinquents to make restitution to their victims

Arthur Lobbe - Executive Director of the New Jersey State Association for Youth Services

- the need for a comprehensive counseling and recreational program with the whole family (current program is running out of money)
- offer time for viable alternative program for youth
- direct services - counseling to families and juveniles

Aubrey Sher - Superintendent of Schools/Teaneck

- use students in planning building improvements
- have students choose their semester electives which replaces all-year courses
- have students choose time and place of study hall (the media center, gym, auditing classes, etc.)
- create an alternative school

- allow for an open lunch period
- make the school part of the students "turf" - that the school belongs to them

- bring the community into the schools
- make parents responsible for the child
- don't label kids in the primary grades with biased testing
- end tenure

Mr. Morris/Marjorie Rose - Phillipsburg Education Association

- have teachers monitor the lavatories and stair wells
- get students to have the attitude that it is "their" school
- get the students to have pride in their school through active participation
- small classes
- schools should develop a program in violence and vandalism - approved by the state
- offender should perform useful tasks for the school system to pay for damage
- publish the name of any multi-offender in the local paper's court docket
- charges should be pressed against the violator
- relax the law prohibiting corporal punishment
- fines should be levied against the offender
- increase the use of expulsion
- offenders 14 years and older tried as adults

Mr. Levinson - Assistant Director - Rugby School, Eatontown

- residential programs

- *get support from mental health agencies*

Richard Kaye - Principal - South Brunswick High School

- *provide more resources to intervene or remove*
- *a desperate need for inter-agency approaches through cooperation (14 recommendations listed pp 61-62)*

Mr. Fisher - Vice Principal - Piscataway

- *the teaching of morals in the classroom*
- *create student crisis intervention teams*
- *human relations courses for those people who work with young people*

Mr. John Richardson - Principal - George Washington School, Elizabeth

- *bring community services (agencies) into the school*
- *keep the building open and active until late at night and on weekends*
- *instill pride*
- *community people (escorts) in the building*
- *community school concept*

Assemblyman Lesniak

- *state reporting form for incidents of violence and vandalism*

Barry Ward - Director of Chelsea School, Long Branch

- *breakdown of the family needs to be reversed*

- alternative schools and alternative placement for disfunctional or delinquent students

Beth Jackson - Security aide, New Brunswick

- strict discipline
- make more seminars available for security aides
- more funds for the training of aides

Jean Blanchford - New Brunswick Education Association

- rules must be consistent

Matthew Glowski

- New Jersey School Boards recommendations (see full text - pp 113-115)

Dr. Gattfredson - Center for Social Organization of Schools

- organize schools into smaller units
- bring education into line with the realistic social expectations of more students
- decreasing emphasis on narrow academic goals
- provide students with work experiences
- rethink school age requirements for mandatory attendance (age 16)
- require all options for the reduction in violence and vandalism be subjected to rigorous evaluation

Mr. Irving Blatt - Department of 4-H Youth Development - Rutgers University

- young people need to be more involved in decisions affecting their lives
- students must feel pride in the building where they spend most of their time

Mr. Salerno - Board Member, Old Bridge Township

- juveniles should be tried in adult court

Dr. Streit - Research Psychologist

- more parental involvement in defining acceptable behavior of their children
- more structure and control both at home and in school
- increase parents knowledge and awareness about their adolescent
- family therapy required by the courts

Dr. Mary Kivett - Dean of the School of Education - Rutgers

- in-service education for administrators and teachers
- youth must feel they are a valued member of the community
- establish a school climate characterized by shared concerns between teachers, administrators, and parents

Brian Raffor - Student - Vineland High School

- teach values at an early age
- offer reward for a reduction in vandalism

Robert Nelson - Teacher - Vineland High School

- immediate repair or rapid restoration of vandalized property
- revision of the judicial system
- make schools vandal proof through active participation of teachers and administrators

Beth Middle - Student - Toms's River High School

- reallocation of funds to establish vandalism detection systems in the older schools in the state
- vandal proof new buildings, i.e. eliminate drop ceilings, reduce the number of windows, use a non breakable glass substitute, and install metal rather than wooden doors.

- preventive programs - political and legal education

Karen Kingsley - Student - Tom's River High School

- host an essay or poster contest on violence and vandalism
- develop slide program illustrating cases of vandalism for presentation to students

Mr. Halis - Security Director - Tom's River High School

- revision of juvenile laws
- publicize the names of violators in the paper

Eunice Ensign - President of the New Jersey PTA

- State Board of Education should give serious consideration to in-school suspension
- workshops for students, parents, and teachers regarding school rules and regulations
- strict enforcement of rules
- teacher training - dealing with social problems
- Boards of Education should develop clear cut policies describing the details of how to handle disruptions and acts of violence
- parents and schools should teach students, at a young age, to respect the right and property of others
- involve the entire community
- pass legislation and ensure sufficient funds
- make problems known to the public
- instill pride in the school
- call a town meeting in each community to discuss problems of violence and and vandalism

Walter Chesner - Secondary School Principals Association

Vandalism

- short range plans should include immediate steps to improve general plant security.
    . dusk to dawn lighting of building exteriors
    . patrols by local police
    . organize neighborhood security spotters

  - install alarm systems with police hook-ups
  - prevent access to school roofs
  - move play areas from vicinity of windows
  - remove exterior hardware from all doors which are primarily used for exit purposes
  - replace large panels of glass with smaller panels of tempered glass or plastic
  - eliminate recessed door areas

- long range steps

  - move bus loading areas away from glassed areas
  - install and maintain heavy duty playground equipment
  - include mullions in doors
  - install sliding gates in front of all glassed areas closed at nights
  - refinish interior and exterior surfaces with washable materials
  - install graffiti wall
  - redesign lavoratories - use open wash up areas
  - provide live-in facilities
  - hire professional guards in high crime areas
  - improve relations with community and encourage their imput

Violence

- provide policy handbooks to students and parents

- employ trained security guards in schools with difficult to handle problems

- provide human relations training for teachers

- mandatory classes for disruptive students and parents as a condition for remaining in school

- provide parent education programs

- expand community service and work study programs

- involve students in security programs i.e. acting as spotters

- reduce school size through the adoption of the 'house plan' type of organization

- provide law enforcement instruction for students

- offer alternative schools

- institute individualized counseling for disruptive students by trained professionals

- stimulate creativity by offering mini-grants

- legislate laws which will set a climate for safety in the schools

- increase community involvement

Sergeant Donnelly - Union Township Police Department

- place police in the schools
- school should engage in programs designed to reduce and prevent delinquency
- educate school administrators in the recognition of crimes occuring in their schools
- report problems to the police

Jeanette Haviland - Livingston College - Department of Psychology

- lower violent modes so that it does not enter into the school from the outside
- provide a "fortress" inside the school with community and school personnel in order to ensure safety
- involve the community in solution of the problem

Alex Kramer - Bethlehem Township

- mandate human relations courses for teachers and other personnel directly responsible for the students' education
- develop a discipline policy in consultation with the community
- design non destructible bathrooms
- increase school supervision
- develop success based curriculum
- stagger scheduling to prevent overcrowded hallways during change of classes
- K-12 human relations curriculum
- require parental meeting in suspension cases

Mr. Gelbaum - C.E.T.A. The Williamson School, Chester, NJ

- find alternative uses for school facilities
    . open the buildings for community services programs

        - . use as continuing education centers

- use building for activities and programs beyond the normal school day

Mr. Burkett - Student - Elizabeth High School

- suspend students found roaming school halls without a valid pass
- hire security personnel
- students who commit violent acts in the school should be removed from the normal secondary school environment
- in-school suspensions
- parental accountability

Mr. Kraft - Council for Security Administrators - Jersey City State College

The Council of School Security Administrators' recommendations are: Refer to pages 285-287 in Text of Trenton Hearing

Mr. Leone - School Psychologist - Irvington Schools - Irvington Education Association

- the problem cannot be solved unilaterally; parental involvement is necessary; the schools cannot solve the problem alone
- juvenile records should be available in order to determine the student's ability to function in the school

Mr. Anthony Camera - Irvington Education Association

- separate the problem minority from the general school population
- provide alternative forms of education for disruptive students
    - . self contained classes within school system (possibly in a separate building)
    - . develop county program administered by the County Superintendent
    - . provide mechanism for eventual return of some students

Joseph Artesi - State Director of the New Jersey State Black Belt Association

- train teachers in self-discipline for control in present situations
- develop a non-forceful management program through martial art training for teachers

EIC/SOUTH PUBLIC HEARINGS

Mr. Joseph Tomeo
Co-chairperson: Concerned Citizens Committee,
Pennsville

RECOMMENDATIONS:

- Raise the drinking age to 21
- A firm, fair and consistent system of rules which are understood and properly administered
- Students involved in formulating rules
- Students involved and asked how violence can be reduced
- Community education programs to bolster community participation, keeping schools open, and having children and parents working towards a common goal
- Effective school administrator
- Discussion type program where students discuss what they think about smoking, drugs, alcohol, basically what is on their minds
- Regarding the drug problem: recognize that a problem exists

Ms. Aileen Danziger
Teacher: Vineland High School

RECOMMENDATIONS:

- Security should be considered in the construction of a new building
- legal system re-examined regarding juvenile delinquents and age stipulations for multi-offenders

Mr. Ed Komczyk
Teacher: Pennsauken High School

RECOMMENDATIONS:

- A small number of students are responsible for the majority of the vandalism and they should be dealt with severly and strictly
- Proper laws should be passed
- Teachers should have proper backing
- Boards of Education and administrators should make sure all acts are reported and that the teachers receive support and do not feel intimidated

Mr. James Beckett, Jr.
President: Pennsauken Education Association
Teacher: Pennsauken High School

RECOMMENDATIONS:

- An official method should be utilized which would make apprehended persons known and the fact that they were brought to public justice
- Security people should be hired
- Increased concern with security in the schools
- Administration should recognize the problem and not discourage teachers from pressing charges or attempt to cover up issue
- A student who is involved in a vandalous or violent act should receive disciplinary action

Mr. Jeffrey Roberts
Director: Atlantic County Youth Service Bureau
First Vice President: N.J. State Association for Youth Services

RECOMMENDATIONS:

- "...existing remedies in community, existing groups that need to be addressed, spoken to, communicated to, in order to provide a more comprehensive approach to preventing the incidence of vandalism and violence in our schools."
- Youth Service Bureau working in cooperation with community education effort in setting up a project that works cooperatively with the business community, education community, and social service community in an attempt to provide comprehensive approach to prevention of vandalism and violence.
- Part of above project is the utilization of a film shown to elementary and early junior high school youths that would begin to assess their value system in understanding that vandalistic acts hurt everyone.
- Examine value system of youths involved in vandalism early -- to change their thinking and their behavior.
- Collect, on a comprehensive scale, data which accurately assesses the degree of violence and vandalism in the schools.

Mr. James Anzide
Superintendent: Berlin Borough School District

RECOMMENDATIONS:

- Community education programs - the New Jersey State government should expand its funding in this area
- School building is open 6:00 a.m. to 1:00 a.m. during the week and is frequently open on Saturday and Sunday. The school is available to all the residents of the community generating a feeling that it belongs to them

Mr. Charles Valentine
Director of T and E in Vineland Public Schools

RECOMMENDATIONS:

- Improvement of student behavior
- Increase social responsibility of students
- Make students fully aware of rules and regulations
- Parents oriented to school and its rules and regulations
- Teaching staff totally committed to giving time and effort to a program to improve student behavior and reduce vandalism
- Parent-teacher association to support school staff and educate parents
- Concerted effort to have the staff employ humanistic, effective teaching techniques in the classroom
- School discipline procedures well-defined and clearly understood by students, parents and staff
- Students have opportunity to become involved in activities where they could achieve and develop pride in themselves and thier school.
- Sufficient personnel to visit homes, arrange parent-teacher conferences, facilitate home and school understanding and cooperation
- Student handbook containing school rules and regulations was produced and a copy presented to each student on opening day of school.
- A series of 8 orientation meetings for parents was conducted prior to opening day, two of these with an interpreter to accomodate Spanish speaking parents
- Questions asked by parents at orientation meetings recorded to provide a basis for the new community information program inaugerated by the school.
- Cooperation by the staff was enlisted in the campaign to improve student behavior and to reduce vandalism. Many departments volunteered to conduct departmental open house for parents at which the students were to serve as tour guides and explain operation of the department to their parents.
- Steps pursued to organize a parent-teacher association.

- School publicity program implemented which was aimed at publicizing student accomplishments in each department as well as the major aspects of the total school program.

- More opportunities for student involvement, such as open house for parents, student good turn projects and student exhibits.

- Four para-professionals employed to facilitate communication between the home and the school and to improve student promptness and school attendance.

- Peer leadership program instituted.

Mr. Frank Jannson
Process Consultant - EIC/South

RECOMMENDATIONS:

- Programs such as Parent Effectiveness Training, Teacher Effectiveness Training, Schools Without Failure, transactional analysis, behavior modification, rationale therapy, and the validated Title III Project, A Positive Attitude Toward Learning

- Reality Therapy - "A plan that helps the child who is misbelieving to focus on his current behavior, making a value judgment about that kind of behavior, with his instructors, developing a plan to change that behavior,.....and a committment to making that plan work.

Mr. Ross Flanagan
Society of Friends, Field Quarterly Meeting in Schools
Burlington County

RECOMMENDATIONS:

- Tribalization through organizing - involvement and shared responsibility of the people, including students who are themselves involved.

- Police training - "burn-out" factor. "In any group of human beings that have the task of monitoring distressed behavior, you have a short "burn-out" factor." Some people become too tight, too wound up, too tense. "I think you have to have people who have some other function in the hall than monitoring disciplinary behavior if you are not to cause more problems that you wouldn't want."

  I think we need to find some imaginative ways of using peer pressure and self help as a dynamic rather than fighting that dynamic which is aboard in our society right now."

- "The Quakers have instituted in Philadelphia a program called 'Children and Nonviolence' which is a conflict resolution training program for teachers, parents and young people. And this has been serving some of our Quaker schools and public schools here in South Jersey with the setting up of support groups, support groups for parents, support groups for teachers, and support groups at the student level to help students resolve some of the tensions we are feeling as well as in our schools, as well as the public school phenomenon."

Mr. William Simmons
President: Board of Education, Franklin Township

RECOMMENDATIONS:

- Students made responsible for their actions through work programs, etc.
- A student handbook, distributed to every parent and student which stipulates conduct and expectations.
- Reinforce the Board of Education as to their decisions regarding acts of vandalism.

Ms. Laura Deens
Psychiatric Nurse
Gloucester County Legislature Chairperson for
Parent Teachers Association

RECOMMENDATIONS:

- Share concerns with local PTA
- A letter or attendance at the meeting of the school board, town council or community organization, to express concerns.
- Legislation to control vandalism, prosecution.
- Informed and concerned parents.
- Family type educational course to alert teens to the true meaning and maturing of adulthood.

Katherine McEachern
Teacher: Pleasantville, President: ACEA

RECOMMENDATIONS:

- School and community should recognize the problem.
- Incidents should be reported.
- Establish a program where educators show parents how to deal with the children.
- Motivate children at an early age with a sense of responsibility, respect and value.
- Discipline code and procedure enforced.

COMMENTS:

- When procedure is not enforced, it causes a lowering of teacher morale.
- Great correlation between behavior of students and the degree of success of students in classroom.

Mr. William Lyons
Director: Recreation for the Board of Education
Camden City

RECOMMENDATIONS:

- Teachers should establish rapport with students.
- Judicial support.
- Return to self-continued classrooms in middle schools
- Community education and opening the schools to the city and community, i.e., recreation programs.
- Increased parent involvement with students who have discipline problems in school.
- Increased support from home for the school administration.
- Establish some sort of a holding facility for children who have discipline problems with a staff who is able to work with and understand the children.
- Intensive counseling
- Some students should be barred from regular public schools.
- For those children not enrolled in schools, employment, alternative programs, service.

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G. A PROGRAM OF REGIONAL RESOURCE CENTERS FOR RETAINING DELIQUENT AND PRE-DELIQUENT STUDENTS IN LOCAL PUBLIC SCHOOLS

(Source: State Law Enforcement Planning Agency,
Criminal Justice Plan for New Jersey, 1979.
Trenton, New Jersey, November 22, 1978.
Program A-6: pp. 75-76.)

(Source of Funds: Juvenile Justice and Deliquency
Prevention Act)

PROGRAM A-6: Supportive Services for the Retention of Students in Local Public Schools

Relationship to Problem Analysis:

A prime preventive force in keeping juveniles from becoming involved in pre-delinquent and delinquent behavior exists within a responsive school system. A responsive school system is one geared to retain and deal effectively with children whose behavior and/or academic achievement varies considerably from that of the majority of the school population.

Many school systems in New Jersey exercise few alternatives but suspension or expulsion for those students failing in the traditional school setting. Either because of lack of resources or administrative control, many schools do not provide alternative education models that could be used to retain as many students as possible within the school framework. It is clear that alternatives other than expulsion, suspension or referral to the criminal justice system are needed to handle the disruptive and truant students. The school system should reach out to services within the community and tie into them to help provide needed resources to keep juveniles in school.

Schools have a responsibility to develop educational experiences and supportive services for the pre-delinquent, disruptive and/or truant student. School systems should acknowledge that a considerable number of students do not learn in ways or through experiences that are suitable for the majority of individuals. In addition, school districts and local boards of education should be encouraged to emphasize this area as a priority for use of local funds.

Alternatives or special programs may include but should not be limited to in-school prevention programs or attendance at various community programs and agencies. Positive cooperation and coordination should be developed between school systems and juvenile justice system agencies, particularly local law enforcement agencies and the courts. Schools and justice system agencies should cooperate in the development of varied community youth programs. A survey completed by the State Law Enforcement Planning Agency showed that a large percentage of juveniles who have contact with the police have had some prior history of school problems.

The school system should also develop relationships with other agencies within the community and use community resources to help provide the needed services to keep juveniles in the school system. This coordination of school and community resources should also be developed and expanded to help reduce the costly incidence of vandalism.

Resource centers should be available to local school districts to provide them with technical assistance and training in developing programs for delinquent and pre-delinquent youth. Schools should also have available to them a delinquency prevention specialist to formally expand the school's capabilities in providing services to further prevent juvenile crime.

Objectives:

To provide four regional resource centers where school districts can obtain technical assistance, model program information and training to assist them in the development of programs for delinquent and pre-delinquent youth.

To increase to 100 the number of school districts where educational improvements have been initiated through assistance from this program area.

To increase to 3,000 the number of students receiving services as a result of this program area.

To provide technical assistance, training and program development within local school districts to help reduce the number of students who are involved in vandalism, disruptive behavior, arbitrary suspensions, who are truant and who drop out from school. Emphasis will be placed on providing a positive learning environment for all students.

To encourage programs of community involvement within local public schools to provide alternatives for those juveniles who would otherwise be suspended or expelled from the ongoing school program.

To encourage supportive services within local school districts which would encourage the educational progress of those unclassified students having difficulty adjusting in the traditional school setting.

General Strategy for Implementation:

The primary emphasis of this program area will be to provide technical assistance, training, consulting services, materials and workshop offerings to those school districts having difficulty with delinquent and pre-delinquent youth.

Funds will be available to support a delinquency prevention specialist within each of the four regional Educational Improvement Centers. These facilities were established by the New Jersey Department of Education as resource centers dedicated to educational improvements. They are financially supported by federal and state funds and are part of the State Board of Education's system of educational resources. The addition of the delinquency prevention specialist will formally expand their capabilities in providing services to school districts in the area of delinquency prevention. This person will be available to school districts, their teachers and administrators and will be involved specifically in the development of programs for problem youth. Emphasis should be on developing programs and alternatives for those disruptive youth who have not received a State Educational Classification for which they are already receiving special programming.

Areas of service will include program development, needs assessment, affective education and effective discipline measures, in-service planning and training, program dissemination and other services to encourage and assist school districts to reduce the incidence of disruptive behavior, arbitrary suspension, truancy and vandalism. Efforts will be made to assist local school districts in identifying local state and federal funding which can be used to develop programs for delinquent and pre-delinquent youth. The delinquency prevention specialist will work with school districts to clarify their problems; to develop programs which address their problems and will provide follow-up assistance if needed.

Of paramount importance, is the willingness of the school districts to support programs for the problem and disruptive child. School districts should be willing to utilize community resources as an extension of classroom activities. The increased communications with local youth serving agencies will better equip both the schools and community in identifying problems and possible solutions. This cooperation is critical in efforts to reduce vandalism and other school community problems.

Five demonstration projects under the administration of local boards of education have been established which provide alternatives to deal with the disruptive or truant child or those who engage in acts of vandalism. Funds will be available to continue one demonstration project within a school district which involves the school, community and family in providing formal services to pre-delinquent and delinquent youth.

Funding of the resource person within each Educational Improvement Center will be on a yearly basis for a minimum of three years (first funding from 1978 Plan) and will be contingent upon an acceptable evaluation at the conclusion of each grant period and the availability of funds. The program area will be continued for a minimum of two years. Following the 1980 Plan the overall program area will be evaluated to determine the need for continued allocations in the 1981 and subsequent Plans.

Subgrant Data:

Five previously funded projects which includes one demonstration project will be continued. Projects will be funded at a range of $15,000 to $30,000.

Budget:

	LEAA	State, Local or Other	Percentage of State Local Match
Total JJDP Act Funds	$135,000	—0—	

H. KEY SECTIONS OF THE NEW JERSEY STATUTES CONCERNING VIOLENCE AND VANDALISM

(1) Unlawful Intruders (18A:17-42)

(2) Physical and Verbal Attacks on Students and Teachers (18A:17-42)

(3) Law Enforcement Officers (18A:17- 43)

(4) Discipline of Pupils (18A:37-et. seq.)

(5) Disobedience or Open Defiance of Authority (18A:37-2)

(6) Profanity or Obscene Language (18A:37-2)

(7) Conduct Constituting a Continuing Danger to the Physical Well-Being of Other Pupils (18A:37-2c.)

(8) Physical Assault (18A:37-2d)

(9) Theft or Extortion (18A:37-2e)

(10) Damage to Any School Property (18A:37-2f)

(11) Unauthorized Occupancy of a School Facility or Building (18A:37-2g)

(12) Incitement to Unauthorized Occupancy of a School Facility or Building (18A:37-2h)

(13) Incitement to Truancy by Other Students (18A:37-2i)

(14) Liability of Parents (18A:37-3)

(15) Suspension of Pupils (18A:37-4)

(16) Expulsion of Pupils (18A:37-5)

ARTICLE 8. PUBLIC SCHOOL SAFETY LAW

Cross References

Entry of educational facilities to commit indictable offense, see § 2A:149A-1.

18A:17-42. Preamble; purpose of article

The legislature finds that the safety and welfare of the public school students of this state while attending sessions of the public schools is a matter of prime concern to the citizens of this state; that, in several isolated instances throughout this state, unlawful intruders into the public schools have subjected public school students and their teachers to physical and verbal attacks during sessions of the public schools and on the property of said public schools; that such attacks might have been prevented, and similar attacks will be prevented, if public school law enforcement officers are stationed in said schools; and that state aid to local boards is necessary to help such boards bear the cost of employing and stationing public school law enforcement officers.

Historical Note

Source: C. 18:5-67.2 (L.1967, c. 181, § 2).

Library References

Schools and School Districts 🔑169.

C.J.S. Schools and Schools Districts §§ 493, 496.

BOARDS OF EDUCATION

18A:17-43. Employment of law enforcement officers

(a) The commissioner may, in accordance with rules and regulations promulgated pursuant to this article and upon a finding of need therefor, authorize any board of education to employ, subject to the provisions of Title 11, Civil Service,[1] of the Revised Statutes, one or more public school law enforcement officers, and to station such public school law enforcement officers in public schools of this state during hours when said public schools are normally in session or are occupied by public school students or their teachers.

(b) No such public school law enforcement officer shall be employed, except upon the application of a board of education and with the approval of the county superintendent.

[1] Section 11:1-1 et seq.

Historical Note

Source: C. 18:5-67.3 (L.1967, c. 181, § 3).

Library References

Schools and School Districts 🔑169.

C.J.S. Schools and School Districts §§ 493, 496.

18A:17-44. Reimbursement by commissioner

Within the limits of available appropriations, the commissioner is authorized to reimburse any board of education which employs any such public school law enforcement officer, for such portion of the cost to said board of employing such public school law enforcement officer as the commissioner may determine, but not in excess of 75% of such cost. In determining the amount of reimbursement to which any board may be entitled hereunder, the commissioner shall consider the financial ability of said board to pay for the cost of employing any public school law enforcement officer pursuant to this article.

Historical Note

Source: C. 18:5-67.4 (L.1967, c. 181, § 4).

Library References

Schools and School Districts ⚿169.	C.J.S. Schools and School Districts §§ 493, 496.

18A:17-45. Rules and regulations to be established by commissioner

The commissioner shall issue and promulgate such rules and regulations as are necessary and appropriate to carry out the provisions of this article.

Historical Note

Source: C. 18:5-67.5 (L.1967, c. 181, § 5).

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CHAPTER 37

DISCIPLINE OF PUPILS

Sec.
18A:37-1. Submission of pupils to authority.
18A:37-2. Causes for suspension or expulsion of pupils.
18A:37-3. Liability of parents of pupils for damage to property.
18A:37-4. Suspension of pupils by teacher or principal.
18A:37-5. Continuation of suspension; reinstatement or expulsion.

18A:37-1. Submission of pupils to authority

Pupils in the public schools shall comply with the rules established in pursuance of law for the government of such schools, pursue the prescribed course of study and submit to the authority of the teachers and others in authority over them.

Historical Note

Source: R.S. 18:14-50.
Prior Laws: L.1903 (2d Sp.Sess.), c. 1, § 120, p. 46 [C.S. p. 4766, § 120].

Cross References

Authority of teacher over pupil, see § 18A:25-2.
Corporal punishment of pupils, see § 18A:6-1.

Library References

Schools and School Districts ⇐169.
C.J.S. Schools and School Districts §§ 493, 496.

18A:37-2. Causes for suspension or expulsion of pupils

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school.

Historical Note

Source: R.S. 18:14-50; 18:14-51.
Prior Laws: L.1903 (2d Sp.Sess.), c. 1, § 120, p. 46 [C.S. p. 4766, § 120].

Library References

Schools and School Districts ⇐177.
C.J.S. Schools and School Districts §§ 503-505.

Notes of Decisions

Construction and application 2
Validity 1

1. Validity

Section 18:14-51 (see, now, §§ 18A:37-2, 18A:37-3), making public school pupils subject to suspension and punishment if they injure school property and making their parents liable for damages to the amount of such injuries was not unconstitutional as depriving parents of their property without due process of law. Board of Ed. of Borough of Palmyra, Burlington County v. Hansen, 56 N.J.Super. 567, 153 A.2d 393 (1959).

2. Construction and application

Section 18:14-51 (see, now, §§ 18A:37-2, 18A:37-3) providing that where any pupil injured school buildings or property he would be liable to suspension and punishment and his parents or guardian would be liable for damages to amount of injury did not apply only where student inflicted injury during school hours but applied as well where injury was inflicted after school hours. Board of Ed. of Borough of Palmyra, Burlington County v. Hansen, 56 N.J.Super. 567, 153 A.2d 393 (1959).

18A:37-3. Liability of parents of pupils for damage to property

The parents or guardian of any pupil who shall injure any school property shall be liable for damages for the amount of the injury to be collected by the board of education of the district in any court of competent jurisdiction, together with costs of suit.

Historical Note

Source: R.S. 18:14-51.
Prior Laws: L.1903 (2d Sp.Sess.), c. 1, § 120, p. 46 [C.S. p. 4766, § 120].

Library References

Parent and Child ⇔13(1).

C.J.S. Parent and Child §§ 66-68.

Notes of Decisions

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18A:37-4. Suspension of pupils by teacher or principal

The teacher in a school having but one teacher or the principal in all other cases may suspend any pupil from school for good cause but such suspension shall be reported forthwith by the teacher or principal so doing to the superintendent of schools of the district if there be one. The superintendent to whom a suspension is reported or if there be no superintendent in the district, the teacher or principal suspending the pupil may reinstate the pupil prior to the second regular meeting of the board of education of the district held after such suspension, otherwise such superintendent, principal or teacher, as the case may be, shall report the suspension to the board at such meeting.

Historical Note

Source: R.S. 18:13-116.
Prior Laws: L.1903 (2d Sp.Sess.), c. 1, § 111, p. 44 [C.S. p. 4765, § 111].

Cross References

Corporal punishment of pupils, see § 18A:6-1.

Library References

Schools and School Districts ⟾177.	C.J.S. Schools and School Districts §§ 503-505.

Notes of Decisions

1. In general

The position of principal is recognized throughout the school laws and the regulations of the State Board of Education. Viemeister v. Board of Ed. of Borough of Prospect Park, Passaic County, 5 N.J.Super. 215, 68 A.2d 768 (1949).

18A:37-5. Continuation of suspension; reinstatement or expulsion

No suspension of a pupil by a teacher or a principal shall be continued longer than the second regular meeting of the board of education of the district after such suspension unless the same is continued by action of the board, and the power to reinstate, continue any suspension reported to it or expel a pupil shall be vested in each board.

Historical Note

Source: New.

Library References

Schools and School Districts ⟾177.	C.J.S. Schools and School Districts §§ 503-505.

CHAPTER 37. DISCIPLINE OF PUPILS

Law Review Commentaries

Right to counsel under due process for student at public school suspension hearing. (1968) 22 Rutgers L.Rev. 342.

Rights accorded students at expulsion hearing. (1972) 3 Seton Hall L.Rev. 523.

18A:37-1. Submission of pupils to authority

United States Supreme Court

Arkansas. Expulsion from school for use or possession of intoxicating beverages at school activities, effect of Civil Rights Act, see Wood v. Strickland, 1975, 95 S.Ct. 992, 420 U.S. 308, 43 L.Ed.2d 214, rehearing denied, 95 S.Ct. 1589, 421 U.S. 921, 43 L.Ed.2d 790.

Florida. Corporal punishment in public schools, application of cruel and unusual punishment provisions of U.S. Constitution, see Ingraham v. Wright, 1977, 97 S.Ct. 1401.

1. Regulations

Action challenging constitutionality of school regulation governing student distribution of pamphlets and leaflets on school grounds was moot where all of the original petitioners were no longer students at high school and were thus not subject to regulation's force. Oxfeld v. New Jersey State Bd. of Ed., 68 N.J. 301, 344 A.2d 769 (1975).

18A:37-2. Causes for suspension or expulsion of pupils

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school.

Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, any of the following:

a. continued and willful disobedience;

b. open defiance of the authority of any teacher or person having authority over him;

c. conduct of such character as to constitute a continuing danger to the physical well being of other pupils;

d. physical assault upon another pupil or upon any teacher or other school employee;

e. taking, or attempting to take, personal property or money from another pupil, or from his presence, by means of force or fear;

f. willfully causing, or attempting to cause, substantial damage to school property;

g. participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;

h. incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district; and

Last additions in text indicated by underline; last deletions by ~~strikeouts~~

i. incitement which is intended to and does result in truancy by other pupils.

Amended by L.1969, c. 156, § 1, eff. Sept. 5, 1969.

Supplementary Index to Notes

Evidence 4
Hearing 3

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2. Construction and application

Expulsions of high school students on charges of physical assault upon other students would be set aside, where hearing conducted by local board of education on charges was not preceded by identification to expelled students of accusing student witnesses and such witnesses did not appear to testify at the hearing. Tibbs v. Board of Ed. of Franklin Tp. (Somerset County), 114 N.J.Super. 287, 276 A.2d 165 (1971), affirmed 284 A.2d 179, 59 N.J. 506.

Public school officials cannot exercise power to expel or suspend a student where activity which is subject of proposed suspension or expulsion does not materially and substantially interfere with requirements of appropriate discipline in operation of the school. R. R. v. Board of Ed. of Shore Regional High School Dist., 109 N.J.Super. 237, 263 A.2d 180 (1970).

Better view is that school authorities have a right to expel or suspend a pupil for conduct away from school grounds where such is reasonably necessary for student's physical or emotional safety and well-being, or for reasons relating to safety and well-being of other students, teachers or public school property. Id.

Statutes relating to suspension of pupils from school must be construed to require public school officials to afford students facing disciplinary action involving possible imposition of serious sanctions, such as suspension or expulsion, the procedural due process guaranteed by Fourteenth Amendment. Id.

3. Hearing

Witnesses' fears of physical reprisal afford no justification in any case for depriving accused public school students of their constitutional right to be confronted by and to examine witnesses against them in expulsion proceedings before school board. Tibbs v. Board of Ed. of Franklin Tp., Somerset County, 59 N.J. 506, 284 A.2d 179 (1971).

In expulsion proceedings before school board, a public school student charged with misconduct has right to demand that witnesses against him appear in person to answer questions; if the witnesses do not do so, their statements should not be considered or relied upon by the board. Id.

Suspended high school student, who was given neither a preliminary hearing nor a full hearing before he was suspended, would be ordered readmitted to school and afforded the extra instruction necessary to help him to catch up with his class. R. R. v. Board of Ed. of Shore Regional High School Dist., 109 N.J.Super. 237, 263 A.2d 180 (1970).

Where public school officials have reasonable cause to believe that a student, by virtue of activities after school hours and off school property, presents a danger to himself, to others or to school property, they may temporarily suspend the student for a short period of time pending a full hearing which will afford such student procedural due process, but they must, however, under ordinary circumstances afford the student a preliminary hearing. Id.

4. Evidence

Written statements of unidentified student witnesses were hearsay, and, standing alone and absent other legally competent evidence, would afford no legal basis for a finding or determination by either local school board or state commissioner of education that accused students had committed assault and batteries with which they were charged—and this irrespective of penalty to be imposed if misconduct charge were proven. Tibbs v. Board of Ed. of Franklin Tp., Somerset County, 59 N.J. 506, 284 A.2d 179 (1971).

Accused students' constitutional right to be confronted by and to examine witnesses against them may not be dissipated by a decision of local board in advance of a hearing that penalty will not be expulsion or a severe term of suspension. Id.

18A:37-4. Suspension of pupils by teacher or principal

The teacher in a school having but one teacher or the principal in all other cases may suspend any pupil from school for good cause but such suspension shall be reported forthwith by the teacher or principal so doing to the superintendent of schools of the district if there be one. The superintendent to whom a suspension is reported or if there be no superintendent in the district, the teacher or principal suspending the pupil shall report the suspension to the board of education of the district at its next regular meeting. Such teacher, principal or superintendent may reinstate the pupil prior to the second regular meeting of the board of education of the district held after such suspension, ~~otherwise such superintendent, principal or teacher, as the case may be, shall report the suspension to the board at such meeting~~ unless the board shall reinstate the pupil at such first regular meeting.

Amended by L.1968, c. 295, § 11, eff. Sept. 9, 1968.

United States Supreme Court

Ohio suspension of public school pupils, due process, see Goss v. Lopez, 1975, 95 S.Ct. 729, 419 U.S. 565, 42 L.Ed.2d 725.

Supplementary Index to Notes

Evidence 3
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1. In general

Expulsions of high school students on charges of physical assault upon other students would be set aside, where hearing conducted by local board of education on charges was not preceded by identification to expelled students of accusing student witnesses and such witnesses did not appear to testify at the hearing. Tibbs v. Board of Ed. of Franklin Tp. (Somerset County), 114 N.J.Super. 287, 276 A.2d 165 (1971), affirmed 284 A.2d 179, 59 N.J. 506.

Public school officials cannot exercise power to expel or suspend a student where activity which is subject of proposed suspension or expulsion does not materially and substantially interfere with requirements of appropriate discipline in operation of the school. R. R. v. Board of Ed. of Shore Regional High School Dist., 109 N.J.Super. 237, 263 A.2d 180 (1970).

Better view is that school authorities have a right to expel or suspend a pupil for conduct away from school grounds where such is reasonably necessary for student's physical or emotional safety and well-being, or for reasons relating to safety and well-being of other students, teachers or public school property. Id.

Statutes relating to suspension of pupils from school must be construed to require public school officials to afford students facing disciplinary action involving possible imposition of serious sanctions, such as suspension or expulsion, the procedural due process guaranteed by Fourteenth Amendment. Id.

2. Hearing

Witnesses' fears of physical reprisal afford no justification in any case for depriving accused public school students of their constitutional right to be confronted by and to examine witnesses against them in expulsion proceedings before school board. Tibbs v. Board of Ed. of Franklin Tp., Somerset County, 59 N.J. 506, 284 A.2d 179 (1971).

In expulsion proceedings before school board, a public school student charged with misconduct has right to demand that witnesses against him appear in person to answer questions; if the witnesses do not do so, their statements should not be considered or relied upon by the board. Id.

Where public school officials have reasonable cause to believe that a student, by virtue of activities after school hours and off school property, presents a danger to himself, to others or to school property, they may temporarily suspend the student for a short period of time pending a full hearing which will afford such student procedural due process, but they must, however, under ordinary circumstances afford the student a preliminary hearing. R. R. v. Board of Ed. of Shore Regional High School Dist., 109 N.J.Super. 237, 263 A.2d 180 (1970).

Suspended high school student, who was given neither a preliminary hearing nor a full hearing before he was suspended, would be ordered readmitted to school and afforded the extra instruction necessary to help him to catch up with his class. Id.

3. Evidence

Written statements of unidentified student witnesses were hearsay and, standing alone and absent other legally competent evidence, would afford no legal basis for a finding or determination by either local school board or state commissioner of education that accused students had committed assault and batteries with which they were charged—and this irrespective of penalty to be imposed if misconduct charge were proven. Tibbs v. Board of Ed. of Franklin Tp., Somerset County, 59 N.J. 506, 284 A.2d 179 (1971).

18A:37-5. Continuation of suspension; reinstatement or expulsion

1.—In general

Expulsions of high school students on charges of physical assault upon other students would be set aside, where hearing conducted by local board of education on charges was not preceded by identification to expelled students of accusing student witnesses and such witnesses did not appear to testify at the hearing. Tibbs v. Board of Ed. of Franklin Tp. (Somerset County), 114 N.J.Super. 287, 276 A.2d 165 (1971), affirmed 284 A.2d 179, 59 N.J. 506.

Statutes relating to suspension of pupils from school must be construed to require public school officials to afford students facing disciplinary action involving possible imposition of serious sanctions, such as suspension or expulsion, the procedural due process guaranteed by Fourteenth Amendment. R. R. v. Board of Ed. of Shore Regional High School Dist., 109 N.J.Super. 237, 263 A.2d 180 (1970).

Suspended high school student, who was given neither a preliminary hearing nor a full hearing before he was suspended, would be ordered readmitted to school and afforded the extra instruction necessary to help him to catch up with his class. Id.

Where public school officials have reasonable cause to believe that a student, by virtue of activities after school hours and off school property, presents a danger to himself, to others or to school property, they may temporarily suspend the student for a short period of time pending a full hearing which will afford such student procedural due process, but they must, however, under ordinary circumstances afford the student a preliminary hearing. Id.

I. Pending or Recently Enacted Legislation

Senate No. 543
Senate No. 650
Senate No. 678 (Chap. 42, Laws of 1979)
Senate No. 1455
Assembly No. 293
Assembly No. 1564 (Chap. 183, Laws of 1978)

SENATE, No. 543

STATE OF NEW JERSEY

INTRODUCED JANUARY 19, 1978

By Senator MUSTO

Referred to Committee on Education

AN ACT concerning the employment of law enforcement officers by school boards and amending N. J. S. 18A:17-43.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

1. N. J. S. 18A:17-43 is amended to read as follows:

18A:17-43. (a) The commissioner may, in accordance with rules and regulations promulgated pursuant to this article and upon a finding of need therefor, authorize any board of education to employ, subject to the provisions of Title 11, Civil Service, of the Revised Statutes, one or more public school law enforcement officers, and to station such public school law enforcement officers in public schools of this State during *such* hours [when said public schools are normally in session or are occupied by public school students or their teachers] *as it may deem necessary for the safety and health of public school students and teachers and for the protection of public school property.*

(b) No such public school law enforcement officer shall be employed, except upon the application of a board of education and with the approval of the county superintendent.

2. This act shall take effect immediately.

STATEMENT

This bill amends N. J. S. 18A:17-43 to allow any board of education to station public school law enforcement officers in a school at any time it believes that such officers are needed to protect the safety of students, teachers or public school property.

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted in the law.

[SECOND OFFICIAL COPY REPRINT]

SENATE, No. 650

STATE OF NEW JERSEY

INTRODUCED JANUARY 19, 1978

By Senator J. RUSSO

Referred to Committee on Judiciary

AN ACT to amend ***the title of*** "An act in relation to liability of a parent, guardian or other person having custody of an infant 16 years of age or under who willfully, maliciously or unlawfully destroys or injures property of another," approved June 15, 1965 (P. L. 1965, c. 111) ***so that the same shall read "An act in relation to the liability of a parent, guardian or other person having custody of an infant under 18 years of age who willfully, maliciously or unlawfully destroys or injures property of another," and to amend the body of said act***.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

1. The title of P. L. 1965, c. 111 is amended to read as follows: An act in relation to liability of a parent, guardian or other person having custody of an infant [16] *under 18* years of age [or under] who willfully, maliciously or unlawfully destroys or injures property of another.

[1.] ***2.*** Section 2 of P. L. 1965, c. 111 (C. 2A:53A-15) is amended to read as follows:

2. A parent, guardian or other person having legal custody of an infant **[16]** ***under 18*** years of age **[or under]** who fails or neglects to exercise reasonable supervision and control of the conduct of such infant, shall be liable in a civil action for any willful, malicious or unlawful injury or destruction by such infant of the real or personal property of another, provided that no recovery may be had in such action against such parent, guardian or other person in excess of [$250.00] *[$1,000.00]* *$2.000.00*.

[2.] ***3.*** This act shall take effect immediately.

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted in the law.

SENATE, No. 678

STATE OF NEW JERSEY

INTRODUCED JANUARY 26, 1978

By Senator LIPMAN

Referred to Committee on Education

AN ACT concerning education and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED _by the Senate and General Assembly of the State of New Jersey:_

1. The Department of Education *_in consultation with the advisory committee provided for in section 2 of this act,_* shall develop and establish guidelines for the teaching of *[rape]* *_sexual assault_* prevention techniques for utilization by local school districts in the establishment of a *[rape]* *_sexual assault_* prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

*_2. The Commissioner of Education, in consultation with the Department of Community Affairs, Division on Women, shall appoint an advisory council to assist and advise the State Board of Education in the development and implementation of educational programs for the prevention of sexual assault._

_The advisory council shall consist of 15 members chosen from among the legal, law enforcement, medical and educational communities, and shall also include representatives of community-based groups providing services and assistance to victims of sexual assault. Each shall be appointed for a 2-year term and shall serve without compensation._*

[2.] *_3._* One year after the effective date of this act each board of education *[shall]* *_may_* establish a *[rape]* *_sexual assault_* prevention education program in accordance with the guidelines developed by the department*_; provided, however, that no child shall be compelled to participate in said program upon written objection on religious or moral grounds by the parent or guardian of said child_*.

[3.] *_4._* This act shall take effect July 1 next following its enactment.

SENATE, No. 1455

STATE OF NEW JERSEY

INTRODUCED NOVEMBER 20, 1978

By Senators LIPMAN and YATES

Referred to Committee on Education

AN ACT concerning education, amending N. J. S. 18A:37-2 and supplementing chapter 37 of Title 18A of the New Jersey Statutes.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

1. N. J. S. 18A:37-2 is amended to read as follows:

18A:37-2. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school.

Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, any of the following:

a. Continued and willful disobedience;

b. Open defiance of the authority of any teacher or person, having authority over him;

c. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;

d. Physical assault upon another pupil **[**or upon any teacher or other school employee**]**;

e. Taking, or attempting to take, personal property or money from another pupil, or from his presence, by means of force or fear;

f. Willfully causing, or attempting to cause, substantial damage to school property;

g. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted in the law.

h. Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district; and

i. Incitement which is intended to and does result in truancy by other pupils.

2. (New section) Any pupil who commits an assault and battery upon a teacher, administrator, board member or other employee of a board of education, acting in the performance of his duties and in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of this State, shall be expelled from school.

3. This act shall take effect immediately.

STATEMENT

This legislation will revise the present statutes regarding expulsion from school to require that any pupil who commits an act of assault and battery upon any school employee arising out of the performance of his or her duties shall be expelled from school. The expulsion procedure is much faster than court action in removing a seriously disruptive student from the school community. Removal from the immediate scene is often essential to prevent outbreaks of further violence. Due process prosecution can then proceed in a calm atmosphere that assures fairness to all parties.

ASSEMBLY, No. 293

STATE OF NEW JERSEY

PRE-FILED FOR INTRODUCTION IN THE 1978 SESSION

By Assemblyman VILLANE and Assemblywoman MUHLER

INTRODUCED Jan. 10, 1978

An Act concerning the authority of boards of education to offer rewards for the apprehension of persons causing injury or destruction to school property.

Be it enacted *by the Senate and General Assembly of the State of New Jersey:*

1. A board of education may offer a reward not exceeding $200.00 for the detection and apprehension of any person found responsible for the willful, malicious or unlawful injury or destruction to real or personal property of the schools. The reward is to be payable upon clear and convincing evidence presented to the board that the person who had been identified did willfully, maliciously, or unlawfully cause injury or destruction to real or personal property of the school. The reward is to be payable out of such funds of the school budget as may be applicable thereto. The reward shall be paid to such person or persons as the board of education may, in its discretion, deem entitled thereto, but no reward may be paid to any public employee whose duty it is to investigate or to enforce the law, or to any employee of the board of education.

2. This act shall take effect immediately.

STATEMENT

This bill gives authority to boards of education to offer rewards to persons who provide information leading to the apprehension of persons found responsible for destroying school property. The problem of vandalism in the schools has inflated school budgets and deprived students of high quality facilities. Offering rewards to members of the community who aid in the apprehension of those persons responsible for the damage will increase awareness, concern and involvement in solving the problem of school vandalism.

[SECOND SENATE REPRINT]

ASSEMBLY, No. 1564

[OFFICIAL COPY REPRINT]

with Senate committee amendments adopted November 13, 1978
and Senate amendments adopted November 22, 1978

STATE OF NEW JERSEY

INTRODUCED JUNE 26, 1978

By Assemblymen LESNIAK, DEVERIN, Assemblywoman GARVIN,
Assemblymen HOLLENBECK and VISOTCKY

Referred to Committee on Education

AN ACT concerning education requiring the commissioner to monitor the incidence of violence in the public schools and supplementing Title 18A of the New Jersey Statutes.

BE IT ENACTED _by the Senate and General Assembly of the State of New Jersey:_

1. The Commissioner of Education shall **_establish standards and promulgate rules and regulations to_** monitor the incidence of violence in the public schools of New Jersey and shall establish a uniform recordkeeping system for the purpose of gathering information pertaining to offenses against persons***[, offenses against the school, and victimless offenses]*** ***_a destruction of school buildings or property_***. *[This information shall include but not be limited to data concerning personal assaults against students, personal assaults against teachers, personal theft, theft of school property, fights, robbery, weapons possession, group conflict, property destruction, false alarms, fire setting, bomb offenses, drug sale, and use of alcohol and other drugs.]*

*_2. Any school employee observing_ **_or having_ ***_direct_*** _knowledge_ ***_from a participant or victim_*** _of_** _an act of violence shall_ **_, in accordance with standards established by the commissioner,_** _file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to_ ***[_the local superintendent, the president of the local board of education and_]*** _the county office of education._

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted in the law.

The principal shall notify ***[the local superintendent and]*** the county office of education of the action taken regarding the incident.

[3. The commissioner shall compile the findings of all acts of violence occurring in the public schools of the State and shall submit such results to the State board in his annual report.*]

[2.] ***[*4.*]*** ***3.*** This act shall take effect immediately ***and shall remain in effect until June 30, 1981, at which time the commissioner shall submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem***.